DOCUMENT RESUME

ED 091 522 CE 001 290

TITLE	Food Preparation and Service: Cluster Guide.
INSTITUTION	Central Michigan Univ., Mount Pleasant.
SPONS AGENCY	Michigan State Dept. of Education, Lansing. Special Needs Program.
PUB DATE	73
NOTE	116p.; For the other teaching guides in this series, see CE 001 286-289 and CE 001 291-295. For the program guide, see CE 001 296
AVAILABLE FROM	University Press, Central Michigan University, Mt. Pleasant, Michigan 48859 ($30.00 per set of 11 documents)
EDRS PRICE	MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	Behavioral Objectives; Cooperative Education; Employment Qualifications; Food Processing Occupations; *Food Service Industry; *Food Service Occupations; *Food Service Workers; Instructional Materials; Job Skills; Occupational Clusters; Occupational Information; *Special Education; Task Analysis; Teacher Developed Materials; *Teaching Guides; Vocational Education
IDENTIFIERS	*Michigan

ABSTRACT

This teacher's guide is one of a series of publications focusing on the occupational preparation of persons with special education needs. The material was developed and tested by cooperating teachers over a period of three years. Task analysis information is presented using occupational descriptions from the Dictionary of Occupational Titles, covering entry level occupations generally available in Michigan. Instructional task modules are presented in detail under the headings: behavioral task knowledges/task skills, instructional methods, task-related competencies, instructional materials, basic information for cooperative teaching (language of the task and quantitative concepts), and suggestions. An instructional materials bibliography is included, followed by two appendixes, an instructional materials code indicating probable learning sensations, and a task-related competencies code. This guide describes 16 tasks common to the food preparation and service occupational cluster together with 6 tasks for three selected entry occupations in the baking and pastry subcluster, 10 tasks for five selected entry occupations in the food preparation subcluster, and 10 tasks for four selected entry occupations in the food service subcluster. (SA)

Cluster Guide

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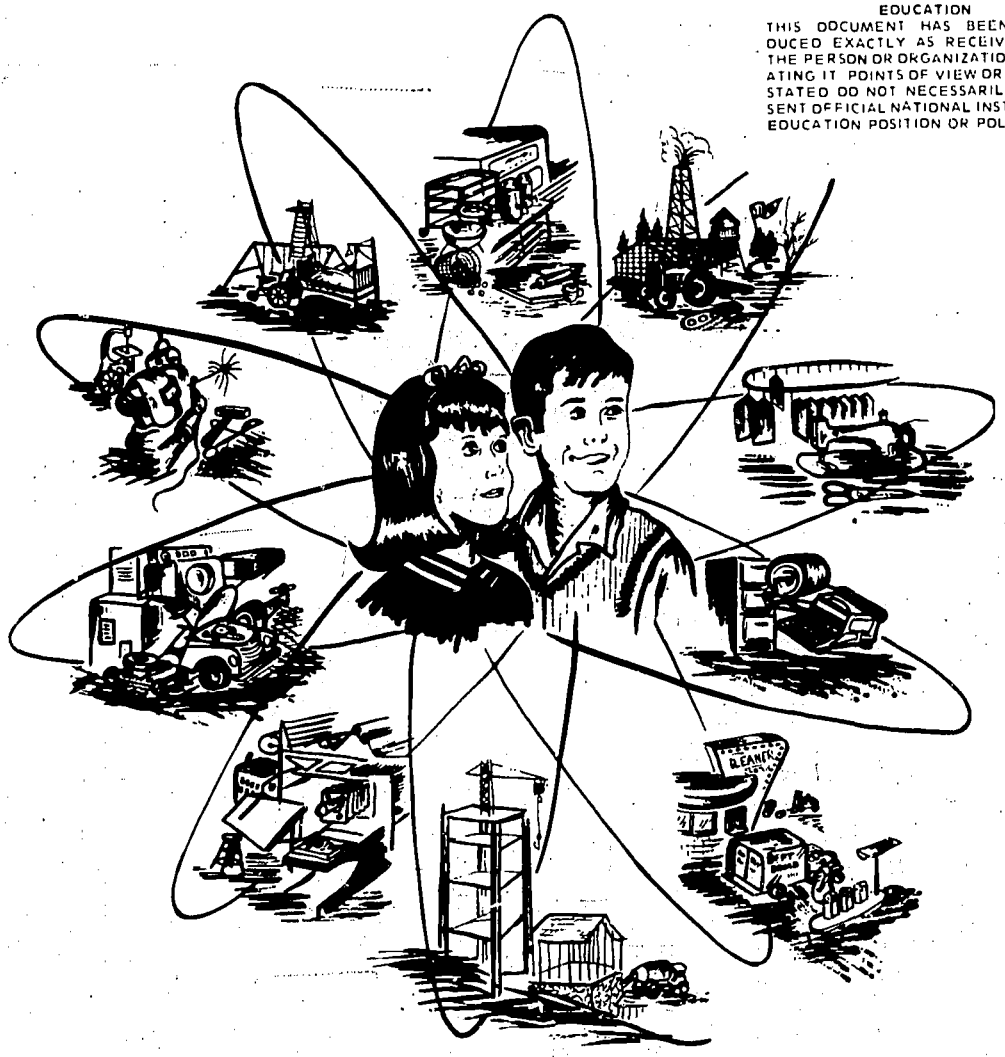

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An Instructional Resource Guide to Enhance Cooperative Vocational Education / Special Education Teaching

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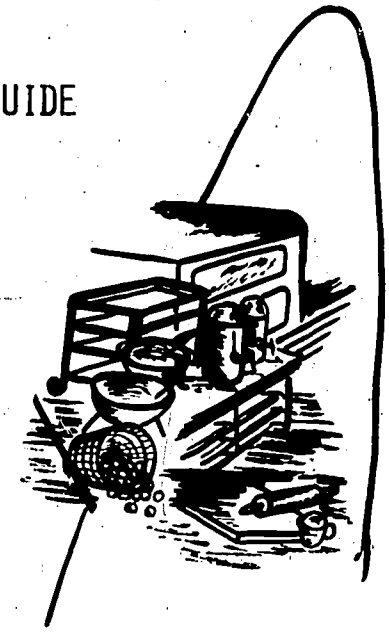
FOOD PREPARATION AND SERVICE CLUSTER GUIDE



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SPECIAL EDUCATION PROJECT

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Funding Source

VOCATIONAL EDUCATION AMENDMENTS of 1968
Part B - Handicapped

Funding Agency

MICHIGAN DEPARTMENT OF EDUCATION
Vocational Education and Career Development Service
Special Needs Programs

Educational Agency

CENTRAL MICHIGAN UNIVERSITY
Mt. Pleasant, Michigan 48859

PREFACE

This teacher's guide is one of a series of publications focusing upon the occupational preparation of persons with special education needs. It is intended to be used jointly by concerned teachers as they work collectively to serve students with unique educational problems. Developed and tested by cooperating teachers, these materials represent the culmination of three years of intensive listening, communication, cooperation, and positive action between vocational and special education teachers. If the exciting ideas in these pages are actively and cooperatively implemented, the impact upon our young people could well be tremendous.

ACKNOWLEDGEMENTS

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A Special Thanks is Extended to:

MICHIGAN DEPARTMENT OF EDUCATION
Vocational Education and Career Development Services
Special Needs Section, Disadvantaged and Handicapped Unit

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CONTENTS

PREFACE ii

ACKNOWLEDGEMENTS iii

TASK ANALYSIS INFORMATION

Cluster Organization 1
Clustered Occupations 2
Dictionary of Occupational Titles 3
Cluster Commonality Analysis 6
Subcluster Commonality Analysis: Baking and Pastry 7
Subcluster Commonality Analysis: Food Preparation 8
Subcluster Commonality Analysis: Food Service 9

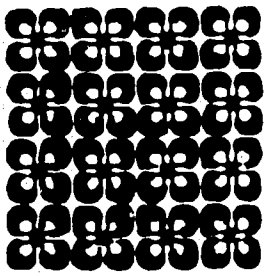
INSTRUCTIONAL TASK MODULES

Common Cluster Tasks (CT) 10
Subcluster: Baking and Pastry (BP) 43
Subcluster: Food Preparation (FP) 56
Subcluster: Food Service (FS) 77

INSTRUCTIONAL MATERIALS BIBLIOGRAPHY 100

APPENDIX

Instructional Materials Code 104
Task-Related Competencies Code 105



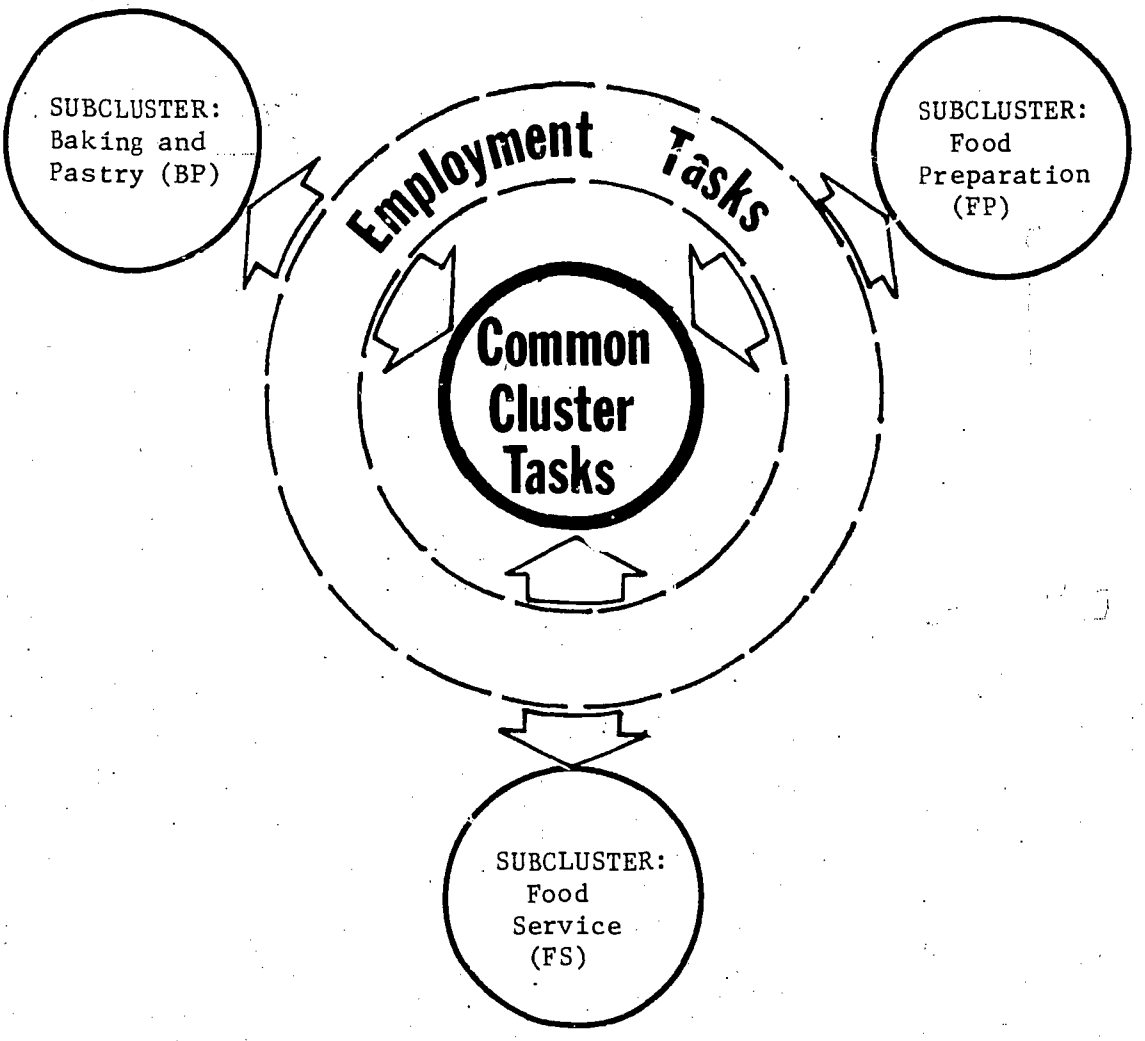
TASK ANALYSIS INFORMATION

- CLUSTER ORGANIZATION
- CLUSTERED OCCUPATIONS
- DICTIONARY OF OCCUPATIONAL TITLES
- CLUSTER COMMONALITY ANALYSIS
- SUBCLUSTER COMMONALITY ANALYSIS: BAKING AND PASTRY
- SUBCLUSTER COMMONALITY ANALYSIS: FOOD PREPARATION
- SUBCLUSTER COMMONALITY ANALYSIS: FOOD SERVICE

CLUSTER ORGANIZATION

FOOD PREPARATION AND SERVICE CLUSTER

(FPS)



CLUSTERED OCCUPATIONS

C L U S T E R : FOOD PREPARATION AND SERVICE

OE PROGRAM CODE	SUBCLUSTER TITLE	D.O.T.	OCCUPATIONAL TITLES
17.2901	Baking and Pastry	*313.884	Baker Helper
		*520.884	Bench Hand
		313.381	Pastry Cook
17.2902	Food Preparation	*313.381	Cook
		317.887	Cook Helper
		317.884	Sandwich Man/Girl
		314.381	Cook, Short Order
		*318.887	Kitchen Helper
17.2904	Food Service	311.878	Bus Boy/Girl
		*311.878	Waiter/Waitress
		*355.878	Tray-Line Worker
		310.868	Host/Hostess

*Key Analysis Occupation

DICTIONARY OF OCCUPATIONAL TITLES

The following is a list of occupational descriptions taken from the third edition (1965) of the Dictionary of Occupational Titles. These represent the key analysis occupations for the Food Preparation and Service Cluster.

Each occupational title represents an entry-level occupation which is generally available (in demand) across the state of Michigan at the present time. However, teachers and curriculum planners must carefully study the generalizability of this information/data to the specific community. Local or regional manpower information and data must be carefully reviewed and analyzed in making decisions related to local vocaticnal programs offerings and specific curriculum or course content.

313.884 *BAKER HELPER* Assists Bakers by performing any combination of the following duties in bread-baking department: Carries and distributes supplies, such as flour, shortening, and baking pans. Mixes, kneads, or shapes dough for bread, rolls, muffins, or biscuits. Cuts dough into uniform portions. Greases pans used to mold or bake breads and lines pans with waxed paper. Places pans of dough into oven to bake. Removes baked products from oven. Cleans bakery utensils, equipment, and work area. Performs other duties as described under Helper.

520.884 *BENCH HAND* Forms dough for bread, buns, and other bakery products: Rolls dough to desired thickness with rolling pin or guides dough through rolling machine. Sprinkles flour on dough and workbench to prevent dough from sticking. Kneads dough to eliminate gases formed by yeast. Cuts dough into pieces with knife or handcutter. Adds spices, fruits, or seeds when making special rolls or breads. Weighs pieces on scales and keeps record of production. Places dough in baking pans. May cut dough into bun divisions by machine. May form dough into special shapes and add fillings or flavorings.

313.381 *COOK* Prepares, seasons, and cooks soups, meats, vegetables, desserts, and other foodstuffs for consumption in hotels and restaurants: Reads menu to establish food requirements and orders food from supplier or procures it from storage. Adjusts thermostat controls to regulate temperature of ovens, broilers, grills, roasters, and steam kettles.

313.381 *COOK*, continued. . .

Measures and mixes ingredients according to recipes, using variety of kitchen utensils and equipment, such as blenders, mixers, grinders, slicers, and tenderizers, to prepare soups, salads, gravies, desserts, sauces, and casseroles. Bakes roasts, broils, and steams meats, fish, vegetables, and other foods. Adds seasoning to foods during mixing or cooking, according to personal judgment and experience. Observes and tests food being cooked by tasting, smelling, and piercing with fork to determine that it is cooked. Carves meats, portions food on serving plates, adds gravies and sauces, and garnishes servings to fill orders. May supervise other cooks and kitchen employees. May wash, peel, cut, and shred vegetables and fruits to prepare them for use. May butcher chickens, fish and shellfish. May cut, trim, and bone meat prior to cooking. May bake bread, rolls, cakes, and pastry (Baker). May price items on menu.

318.887 *KITCHEN HELPER* Performs any combination of the following duties to maintain kitchen work areas and restaurant equipment and utensils in clean and orderly condition: Sweeps and mops floors. Washes worktables, walls, refrigerators, and meat blocks. Segregates and removes trash and garbage and places it in designated containers. Steam-cleans or hoses-out garbage cans. Sorts bottles and breaks disposable ones in bottle-crushing machine. Washes pots, pans, and trays by hand or places them in racks or on conveyor to dishwashing machine. Places silver in revolving burnishing machine tumbler, dips it in chemical solutions, holds it against buffing wheel, and rubs it with cloth to remove tarnish and restore luster. Holds inverted glasses over revolving brushes to clean inside surfaces. Transfers supplies and equipment between storage and work areas by hand or by use of handtruck. Sets up banquet tables. Washes and peels vegetables, using knife or peeling machine.

311.878 *WAITER/WAITRESS* Serves food to patrons at counters and tables of coffeeshops, lunchrooms, and other dining establishments where food service is informal: Presents menu, answers questions, and makes suggestions regarding food and service. Writes order on check or memorizes it. Relays order to kitchen and serves courses from kitchen and service bars. Observes guests to fulfill any additional request and to perceive when meal has been completed. Totals bill and accepts payment or refers patron to Cashier II (clerical). May ladle soup, toss salads, portion pies and desserts, brew coffee, and perform other services as determined by establishment's size and practices. May clear and reset counters or tables at conclusion of each course.

355.878 *TRAY-LINE WORKER* Prepares and delivers food trays to hospital patients, performing any combination of following duties on tray line: Prepares trays by placing on them such items as silver, fruit juice, sugar, cream, milk, and butter, filling vacuum bottles with coffee, and apportioning food servings according to diet list. Places servings in blender to make foods for soft or liquid diets. Examines filled tray for completeness and places on cart or dumbwaiter. Pushes carts to halls or ward kitchens. Serves trays to patients. Collects dirty dishes, stacks them on cart, and returns cart to kitchen. Washes dishes and cleans work area, tables, cabinets, and ovens. Collects and carries trash and garbage to designated containers.

CLUSTER COMMONALITY ANALYSIS

FOOD PREPARATION AND SERVICE CLUSTER

COMMON CLUSTER TASKS (CT)	SUBCLUSTERS (FPS)	BAKING AND PASTRY	FOOD PREPARATION	FOOD SERVICE
INSTRUCTIONAL TASKS				
CT01	Maintain a safe working environment	X	X	X
CT02	Understand basic first aid procedures	X	X	X
CT03	Practice fire safety and fire fighting	X	X	X
CT04	Inventory food, supplies, and utensils	X	X	X
CT05	Store food correctly in proper storage areas	X	X	X
CT06	Transport dishes, trays, and pans safely	X	X	X
CT07	Clean and sanitize work areas	X	X	X
CT08	Interpret recipes	X	X	X
CT09	Weigh and measure ingredients	X	X	
CT10	Mix ingredients according to recipe	X	X	
CT11	Prepare and serve beverages		X	X
CT12	Fill beverage dispensers		X	X
CT13	Prepare, store, and serve salads		X	X
CT14	Grease and prepare pans	X	X	
CT15	Portion and prepare to serve pies and desserts		X	X
CT16	Wash pots, pans, and utensils	X	X	

SUBCLUSTER COMMONALITY ANALYSIS:

BAKING AND PASTRY (BP)

INSTRUCTIONAL TASKS	BAKER HELPER	BENCH HAND	PASTRY COOK
BP01 Prepare, form and bake yeast bread	x	x	
BP02 Prepare and bake muffins, quick loaf breads, and biscuits	x	x	
BP03 Prepare pie crust	x		x
BP04 Prepare, bake, and store cookies	x		x
BP05 Prepare, bake, store, and portion cake	o		x
BP06 Ice and frost cakes	o		x

SELECTED ENTRY OCCUPATIONS

x - *Essential skill*

o - *Desirable skill*

SUBCLUSTER COMMONALITY ANALYSIS:

FOOD PREPARATION (FP)

INSTRUCTIONAL TASKS	COOK	COOK HELPER	SANDWICH MAN/GIRL	COOK, SHORT ORDER	KITCHEN HELPER
FP01 Prepare vegetables	x	x			x
FP02 Prepare sandwiches			x	x	
FP03 Prepare soups	x	x			
FP04 Prepare fruits	o	x			
FP05 Prepare meat, poultry, and seafood for cooking	x	x			
FP06 Bread food items	o	x			
FP07 Scrape dishes					x
FP08 Load, operate, and unload dishwasher					x
FP09 Operate a garbage disposal					x
FP10 Clean and sanitize kitchen equipment		x	x	x	x

SELECTED ENTRY OCCUPATIONS

x - *Essential skill*

o - *Desirable skill*

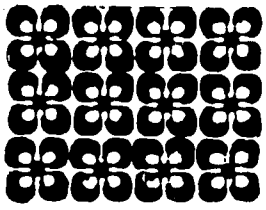
SUBCLUSTER COMMONALITY ANALYSIS:

FOOD SERVICE (FS)

INSTRUCTIONAL TASKS	HOST/HOSTESS	WAITER/WAITRESS	BUS BOY/GIRL	TRAY-LINE WORKER
	SELECTED ENTRY OCCUPATIONS			
FS01 Set-up and prepare tables	o	o	x	o
FS02 Set individual covers properly	o	x	o	
FS03 Greet and serve restaurant customers	x	x	o	
FS04 Service supplies in the dining room		o	x	x
FS05 Clear and/or bus tables		o	x	o
FS06 Clean and sanitize dining room and service equipment		o	x	x
FS07 Assist in servicing a buffet service	o	x		x
FS08 Replenish food at service bar	o	x	o	x
FS09 Assist in servicing a cafeteria line				x
FS10 Operate a cash register	x	x		o

x - *Essential skill*

o - *Desirable skill*



INSTRUCTIONAL TASK MODULES

FOOD PREPARATION AND SERVICE CLUSTER

FOOD PREPARATION AND SERVICE CLUSTER

- COMMON CLUSTER TASKS
- SUBCLUSTER: BAKING AND PASTRY
- SUBCLUSTER: FOOD PREPARATION
- SUBCLUSTER: FOOD SERVICE

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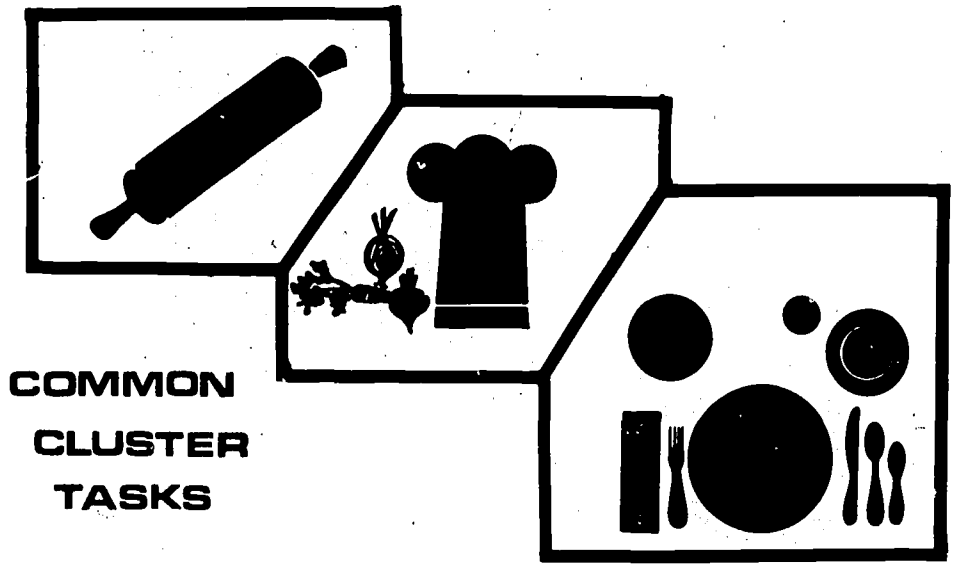


COMMON CLUSTER TASKS

INSTRUCTIONAL TASK MODULES

CT01 Maintain a safe working environment

CT02 Understand basic first aid procedures

CT03 Practice fire safety and fire fighting

CT04 Inventory food, supplies, and utensils

CT05 Store food correctly in proper storage areas

CT06 Transport dishes, trays, and pans safely

CT07 Clean and sanitize work areas

CT08 Interpret recipes

CT09 Weigh and measure ingredients

CT10 Mix ingredients according to recipe

CT11 Prepare and serve beverages

CT12 Fill beverage dispensers

CT13 Prepare, store, and serve salads

CT14 Grease and prepare pans

CT15 Portion and prepare to serve pies and desserts

CT16 Wash pots, pans, and utensils

COMMON CLUSTER TASKS

TASK: Maintain a safe working environment

Code: FPS - CT01

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. recognize potential accident hazards for burns, falls, and cuts in food service facilities.
2. practice accident prevention safety in performing the various tasks required of food service workers relating to:
   a. use of knives
   b. handling tableware
   c. handling broken tableware
   d. electrical safety
   e. detergent safety
   f. garbage disposal
   g. wet floors
   h. pots and pans.

Instructional Methods

- Teacher demonstrates safe working procedures and illustrates safe conditions by using various cartoon drawings and/or transparencies.
- Students simulate safe working procedures in food preparation areas.
- Students view film "Work Smart Stay Safe".
- Teacher and students design, make, and display safety poster.
- Teacher and students specify and discuss areas where safe procedures are being practiced.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,4,5,7,9,10	"Work Smart Stay Safe"	5	22
NUMBERS	Cartoon Drawings	15	
	Transparencies	12	
APPLICATION C 5,6,8	Charts and/or posters	16	
PHYSICAL D 1,3			

COMMON CLUSTER TASKS

e: FPS - CT01 TASK: Maintain a safe working environment

Basic Information for Cooperative Teaching

Language of the Task

Attire
- proper clothing
- shoes

Hair treatment
- nets

Safety shoes
- glasses
- electricity ?

Aprons

Pot holders

Broken glassware

Wet floors

Proper body alignment for
- bending
- lifting
- moving

Quantitative Concepts

Legal weights
- women - 35#
- men - 50#

Explain proper body alignment by drawing illustrating angles

Suggestions:

- See the food service teacher to determine who is responsible for teaching safety to food service students.
- Burns
  - hot water
  - electrical
  - hot handles
  - stove
- Falls
  - climbing
  - wet floors
- Cuts
  - knives
  - garbage disposal
- Have a short safety discussion once a month.
- Design a safe-day chart.
- Reinforce the need for a safety cautious attitude.
- Collect commercial safety posters or have students produce their own.

Supportive Instructional Materials:

Pictures

Examples of correct

COMMON CLUSTER TASKS

TASK: Understand basic first aid procedures

Code: FPS - CT02

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and suggest different procedures and methods for reporting accidents happening in different situations. 2. list reasons describing the importance of immediate first aid. 3. Perform basic first aid, following prescribed procedures for: a. cleaning cuts and burns b. applying antiseptics c. band aids or dressings. 4. perform basic first aid for treating: a. minor cuts b. bleeding c. burns d. bruises e. shock.	• Teacher demonstrates first aid procedures for specific applications. Teacher-made transparencies and commercial charts used to illustrate demonstration. • Students review Handbook of First Aid and related texts. • Students simulate various first aid situations using classmates as victims.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,5,6,7 NUMBERS APPLICATION C 1,3,5,8 PHYSICAL	Charts	16	
	First Aid Handbook	14	19
	Food Preparation for Hotels, Restaurants, and Cafeterias	13	30
	The Baker's Manual	14	32

COMMON CLUSTER TASKS

Code: FPS - CT02 TASK: Understand basic first aid procedures

Basic Information for Cooperative Teaching

Language of the Task

Evidence of bleeding

Evidence of breathing

Location of injury
- head
- back
- arms
- legs

Evidence of shock
- minor or major injury

Report
- police
- doctor
- parent
- teacher
- school nurse

- cuts
- burns
- breaks

Quantitative Concepts

Telephoning sequence of:
- police
- home
- school

Phone numbers

Proper sequence for dialing local emergency phone numbers
- police
- home
- school

Suggestions:

- First aid implies an emergency so the first thing to determine is how serious is the emergency. Two things an individual must have is breath and blood.
- Project acceptance of the person and help the child develop a sense of self worth.
- Check legality of applying first aid.
- Deaf students should know who to get in a first aid emergency.

Supportive Instructional Materials:

See school nurse, physical education teacher, home economics teacher
All may be able to provide material and information

COMMON CLUSTER TASKS

TASK: Practice fire safety and fire fighting

Code: FPS - CT03

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	
				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and describe potential fire hazards existing in commercial food service facilities. 2. demonstrate a degree of skill in extinguishing kitchen fires with a fire extinguisher, a lid, or cover. 3. recognize and demonstrate immediate fire fighting procedures and techniques. 4. quickly alert others to the existence of a fire and follow the prescribed evacuation route to safety.

Instructional Methods

- Teacher demonstration on use of fire extinguishers with each student using it.
- Teacher displays relevant safety poster.
- Teacher drills students on evacuation procedure.
- Students demonstrate how to extinguish small trash fires and grease fires.
- Students view film and filmstrip/record "Angry Flame".
- Teacher and students simulate a fire to discuss the importance of remaining calm and following a logical procedure.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 4,5,7,9,10	"The Angry Flame"	5	22
NUMBERS B 4f	Safety Posters	16	23
APPLICATION C 4,5,6,8			
PHYSICAL D 1,2,3			

COMMON CLUSTER TASKS

Code: FPS - CT03 TASK: Practice fire safety and fire fighting

Basic Information for Cooperative Teaching

Language of the Task	Quantitative Concepts
Fire	Much
Grease	Little
Electrical	Sparingly
Waste basket	Quickly
Dish towels	Cautiously
Pot holder	
Stove	
Fire extinguisher water CO_2 foam	

Suggestions:

- Work closely with food service instructor.
- Visit a fire station on a field trip.
- Stress quick but calm reactions to situation.

Supportive Instructional Materials:

Materials and illustrations from Foods Department

Check with maintenance engineers concerning school safety measures

COMMON CLUSTER TASKS

Code: FPS - CT04

TASK: Inventory food, supplies, and utensils

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. recognize the value of accurate inventories for the food preparation and service operation. 2. identify the different types of inventories: a. spot check b. perpetual c. month end. 3. interpret and use inventory sheets. 4. group, count, and record items on a standard inventory sheet with accuracy. 5. identify and interpret package and label information and abbreviations.	• Teacher leads discussion of common label and package information. • Students prepare a personal inventory by listing items found in pockets or purses. • Students review a variety of inventory sheets. • Students review can size charts and booklets.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,2,3,5,6,7,8,9	Can Size Charts	16	3
NUMBERS B 2,4a,b,5,6,7	Food Shopper Guide	13	18
	"About Cans"	13	2
APPLICATION C 1,2,3,4,5,6	"Purchase and Use of Canned Foods"	13	2
PHYSICAL D 1,2,3			

COMMON CLUSTER TASKS

Code: FPS - CT04 TASK: Inventory food, supplies, and utensils

Basic Information for Cooperative Teaching

Language of the Task

Napkins, place mats, table cloths

Fry pan

Sauce pan (various sizes)

Soup pots and others

Containers
- cans #10
  - #303
  - #2
- glass or plastic

Spoons
- slotted or perforated
- solid

Scoops
- #16
- #24

Forks

Knives
- french
- boning
- paring

Pans
- bun
- sheet
- stainless steel
- roast

Quantitative Concepts

Item count (is)
- a. 60-100 count gallon jar contains 60-100 olives at current price (determine price through teacher) will allow per portion price figuring

Listing and totaling items by using inventory sheet

Recognize various sizes and types of common utensils

Suggestions:

- Necessary for both instructors to communicate regarding materials and instructional responsibilities.
- Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students.

Supportive Instructional Materials:

Sample inventory sheet
Can chart
Set of sauce pans
Bun pan
Sheet pan (3 sizes: 1/2 sheet, 1/2 in. depth, 2 in. depth)
Stainless steel pans (4 in. deep, 2 in. deep)

COMMON CLUSTER TASKS

TASK: Store food correctly in proper storage areas

Code: FPS - CT05

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. follow prescribed safety precautions in handling and storing food products. 2. demonstrate the rules and principles of general sanitation in handling and storing food products. 3. follow suggested practices or principles for storage of: a. fresh b. canned c. meat d. fish e. vegetables f. fruit g. dairy.	• Each student draws a thermometer and marks off appropriate storage temperatures for specific foods. • Students view filmstrips and booklet. • Students will have "hands on" storage experiences in the foods laboratory. • Teacher and students take a field trip to a large warehouse or locker plant to observe food handling and storage techniques.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,5,7,9 NUMBERS B 2b, 4a,d,f APPLICATION C 3,5,6,8 PHYSICAL D 1,2c,3a,b, c,g	"Rodent Control"	5	22
	"The Unwanted 4"	5	22
	"Sanitation of Food Service Establishments"	13	9

COMMON CLUSTER TASKS

Code: FPS - CT05 TASK: Store food correctly in proper storage areas

Basic Information for Cooperative Teaching

Language of the Task	Quantitative Concepts
Safe Sanitary Refrigerator parts of a refrigerator (see foods teacher for specifics) Beetles in flour Rodents to cartons Bugs in boxes	Read temperature scale and discuss need for cool temperatures Need to read humidity scale

Suggestions:

- List foods students are able to name.
- Discuss storage of these foods.
- Relate effect of high humidity to quality of dry food.
- Teacher and deaf student should cooperatively develop some simple signs related to the task.

Supportive Instructional Materials:

Pictures

Field trips

COMMON CLUSTER TASKS

TASK: Transport dishes, trays, and pans safely

: FPS - CT06

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. safely transport dishes, trays, and pans manually or with selected equipment.
2. recognize and observe specific safety factors for handling dishes, trays, and pans.
3. demonstrate the proper physical handling techniques for proper lifting, balancing, carrying, and walking.
4. observe specific safety precautions in passing through doors while transporting dishes, trays, and pans.

Instructional Methods

- Teacher demonstrates appropriate techniques and procedures.
- Request a moveable body model from a chiropractic association for illustrating the proper moving and lifting positions.
- Students practice transporting dishes, trays, and pans.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 5,6,7,9 NUMBERS B 4a,b,d APPLICATION C 2,4,7 PHYSICAL D 1a,b,c,d 2a,b,c 3a,b,c,e,f	Body model	1	

COMMON CLUSTER TASKS

Code: FPS - CT06 TASK: Transport dishes, trays, and pans safely

Basic Information for Cooperative Teaching

Language of the Task

Silver

Knives

Forks
- dinner
- salad

Spoons
- dinner
- dessert
- soup
- serving

Glassware
- goblet
- iced tea glass
- juice glass
- dinner glass
- cup and saucer
- soup cup
- soup bowl

China
- dinner plates
- salad plates
- lunch plates
- bread and butter plates

Quantitative Concepts

Determine safe stacking heights for various dishes as recommended by the foods instructor

Suggestions:

- Consider safe and efficient methods of handling fragile dishes.
- See food service teacher for prescribed method.
- Drill extensively on language of the task.
- This may be particularly appropriate for deaf student.

Supportive Instructional Materials:

Miscellaneous supply of dishes, trays and pans for sorting, etc.

COMMON CLUSTER TASKS

TASK: Clean and sanitize work areas

de: FPS - CT07

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and describe the various applications of specific cleaning materials and equipment for cleaning and sanitizing work areas. 2. follow specific procedures and demonstrate a degree of skill in cleaning and sanitizing kitchen work areas: a. floors (linoleum, terrazo, asphalt tile, or wood) b. work tables c. drawers d. shelves e. light fixtures f. walls and baseboards g. floor machines h. walls i. baseboards.	• Teacher demonstrates procedures in cleaning and sanitizing work areas. • Students review procedures in workbook and booklet.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,9 NUMBERS B 2b,4c,5 APPLICATION C 8 PHYSICAL D 1,2b/c,3a,b,d,f,g	Being a Food Service Worker	14	14
	"Floor Surfaces"	13	16

COMMON CLUSTER TASKS

e: FPS - CT07 TASK: Clean and sanitize work areas

Basic Information for Cooperative Teaching

Language of the Task	Quantitative Concepts
Stainless steel Wood Formica Linoleum Ceramic tile Bacteria Contamination Sanitize Germicidal Scraper Brush	Ask for formulas for cleaning solutions

Suggestions:

- Check legal use of butcher block
- Look about the room for types of surfaces.
- List other work surfaces that students are aware of
- Do skits on correct cleaning procedures
- This may be particularly appropriate for the deaf student.

Supportive Instructional Materials:

Samples of surfaces from builder

Pictures from magazines

COMMON CLUSTER TASKS

TASK: Interpret recipes

FPS - CT08

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. define specific nomenclature and vocabulary terms found in basic recipes:
   a. weights
   b. amounts
   c. measures
   d. directions
   e. temperatures
   f. time
   g. ingredients
   h. equipment.
2. recognize the advantages of using standard food preparation recipes.
3. accurately complete pre-cooking procedures, such as:
   a. gathering ingredients
   b. selecting utensils
   c. setting oven, following food preparation procedures.

Instructional Methods

- Teacher assigns and discusses text materials with students.
- Teacher initiates a game/quiz situation as each student answers a review question before leaving. Incorrect goes to end of line.
- Each student compiles a list of unknown recipe words through class discussion. Teacher involves total class participation in looking up words and demonstrates using actual word such as dice, etc.
- Students role play action words (i.e. beating).
- Students review and discuss Betty Crocker booklets on recipe following.
- Continually repeat demonstrations of the pre-cooking procedures for deaf students.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,2,3,5,6,7,9	Commercial Recipes	12	
NUMBERS B 1,2,4b,c,d,f,5	"Food Preparation Booklets"	13	12
	Textbook (teacher's choice)	13	
APPLICATION C 1,2,4,5,6			
PHYSICAL D 1,2			

COMMON CLUSTER TASKS

le: FPS - CT08 TASK: Interpret recipes

Basic Information for Cooperative Teaching

Language of the Task

Julienne

Mince

Dice

Slice

Cube

Mash

Grind

Stir

Whip

Fold

Blend

Cream

Strain

Sift

Breading

Quantitative Concepts

Divide:
cut recipe ingredients in half, fourth, etc. Determine the number of (4 oz.) servings that can be made from a (1 gal. - 128 oz.) recipe

Multiply:
double, triple, etc., recipe ingredients. Determine batch size by multiplying the size of one serving (4 oz.) by the number to be served (100).

Suggestions:

- Hands-on experience (Math at work)
- Repeat language of the task extensively for deaf students.

Supportive Instructional Materials:

Actual ingredients and supplies such as water, flour, salt, rice, carrots, apples, etc.

Utensils may be borrowed from vocational labs

COMMON CLUSTER TASKS

TASK: Weigh and measure ingredients

Code: FPS - CT09

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. describe and list commonly used labels which include different units of weights and measures:
   a. weight measures
   b. volume measures.
2. suggest reasons for using accurate weighing and measurement in preparing foods.
3. identify and demonstrate a degree of skill in accurately weighing and measuring with:
   a. measuring cups
   b. measuring spoons
   c. scales
   d. balances.
4. clean and maintain the identified measuring and weighing tools.

Instructional Methods

- Teacher involves students in weighing and measuring specific amounts of ingredients (e.g. 3 oz. sugar, etc.).
- Students discuss class recipes, picking out specific weights and measures.
- Each student measures one cup of flour [correctly and incorrectly (packing down)] and then each weighs it and the difference in weight is charted.
- Students will keep a notebook of handouts on weights and volume measures.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,6,8,9 NUMBERS B 1,2,4b,c,5,6,7 APPLICATION C 2,5,6 PHYSICAL D 1,2a,b,c,3c,f,g	"Food Preparation Booklets"	13	12

COMMON CLUSTER TASKS

Title: FPS - CT09 TASK: Weigh and measure ingredients

Basic Information for Cooperative Teaching

Language of the Task

Scales
- portion
- baker's

Scoop

Ounce - oz.

Gallon - gal.

Quart - qt.

Pint - pt.

Cup - C

Tablespoon - T

Teaspoon - t

Quantitative Concepts

Discover relationship between teaspoon (t), tablespoon (T), cup, quart, etc.

Weigh dry ingredients with baker's scale and portion scale

Measure liquid (water) ingredients (t), (T), (Cup), etc.

Measure dry (sand) ingredients (t), (T), (Cup), etc.

Consider using metric measures

Check with food service teacher to determine terminology

Suggestions:

- Discover facts through hands-on experiences with weights and measures.
- Students review weights and measures using partner teaching in lab.
- Students prepare a bulletin board showing different weights and volumes.

Supportive Instructional Materials:

Acquire equipment and ingredients from food service teacher
Charts from American Can Company
Equivalency scale

COMMON CLUSTER TASKS

TASK: Mix ingredients according to recipe

Code: FPS - CT10

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. combine ingredients by various methods, exhibiting a basic degree of skill with each method:
   a. creaming
   b. kneading
   c. beating
   d. whipping
   e. stirring
   f. sifting
   g. mincing
   h. folding.
2. identify and select the appropriate utensils for use in mixing specific ingredients by given methods.
3. clean and sanitize mixing utensils and equipment following their use.

Instructional Methods

- Teacher demonstrates mixing techniques.
- Each student simulates the mixing of ingredients by a special technique as the other students identify the technique by name.
- Teacher identifies mixing techniques with transparencies.
- Teacher assigns and discusses mixing techniques as described in the Betty Crocker booklet..

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,3,4,5,6,7 NUMBERS B 2,4b,c,d,5,6 APPLICATION C 5,6 PHYSICAL D 1,2,3c,f,g	Measuring Ingredients	12	27
	Betty Crocker Booklets	14	12

COMMON CLUSTER TASKS

e: FPS - CT10 TASK: Mix ingredients according to recipe

Basic Information for Cooperative Teaching

Language of the Task

French whip

Wooden spoon

Mixing spoon

Rubber spatula

Rubber scraper

Quantitative Concepts

Work with fractional parts of weights and measures

1/4 3/4
1/2 2/3
1/3

etc. of cups and other quantities

Develop a time concept of seconds and minutes, for example,

fold - seconds
whip - minutes

Suggestions:

- Relate activity to ingredients
  - flour to sift
  - shortening to cream
  - strain fruit for pie
- Teacher and deaf students should cooperatively develop some simple signs.

Supportive Instructional Materials:

Supplies and ingredients from food service department

Pictures in magazines

Recipes from home

COMMON CLUSTER TASKS

TASK: Prepare and serve beverages

Code: FPS - CTI1

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. become aware of the specific characteristics of quality beverages for: a. taste b. temperature c. serving. 2. identify and prepare accurately all of the recognized beverages: a. coffee b. fruit juices c. punch d. carbonated beverages e. hot tea f. iced tea g. hot chocolate h. malts and shakes i. milk. 3. properly carry and serve all types of beverages.	• Students view films. • Students prepare beverages following demonstration of each by teacher. • Students develop and/or select drawings of preparation, holding and serving procedures for beverages.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 5,9,10	"Time for Tea"	10	4
NUMBERS B 2,4b,c,d,f, 5,6	"Coffee Around the Clock"	8	7
APPLICATION C 5,6,8			
PHYSICAL D 1,2a,b,3a,b, c			

COMMON CLUSTER TASKS

Code: FPS - CT11 TASK: Prepare and serve beverages

Basic Information for Cooperative Teaching

Language of the Task

Beverage

Coffee

Tea

Punch

Ade
- lemon
- orange

Carbonation

Iced

Pot

Urn

Bowl

Dispenser

Quantitative Concepts

Work with equivalents
- 3 t per T
- 16 T per Cup

Ratio proportion
- 1 T ground coffee per cup water
- 1 t dried coffee per cup water

Develop temperature awareness
- hot - cold

Suggestions:

- Make an ade from fruit, sweetening and water.
- Discuss favorite drink at home. May be delicate situation, use humor and accept all comments in stride.
- Suggest to parents of deaf and blind students that tasks be reinforced and experienced with responsibility in the home environment.

Supportive Instructional Materials:

Pots, bowls, urns to observe either in classroom or school cafeteria, home economics room, etc.

COMMON CLUSTER TASKS

TASK: Fill beverage dispensers

Code: FPS - CT12

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify the different types of beverage dispensers:
   a. mechanical
   b. manual
   c. automatic.
2. describe the basic operation of different types of beverage dispensers.
3. flush and clean beverage dispensing machines.
4. select the appropriate tools and equipment for flushing, cleaning, and filling beverage dispensers:
   a. strainer
   b. drainbowl
   c. siphon.
5. follow a set of manufacturer's prescribed procedures in filling beverage dispensers, exhibiting a degree of skill.

Instructional Methods

- Teacher demonstrates the complete operation of each dispenser.
- Student practices the demonstrated procedure.
- Students use flashcards for identification of dispenser parts.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 5,6,7,9,10 NUMBERS B 2a,b,4c,d,5 APPLICATION C 5,6,7 PHYSICAL D 1,2a,b,c, 3c,f,g	Teacher-made transparencies and drawings	12 17	

COMMON CLUSTER TASKS

Code: FPS - CT12 TASK: Fill beverage dispensers

Basic Information for Cooperative Teaching

Language of the Task

Types of dispensers
- milk
- coffee
- soft drink
- water (hot)

Urn

Pot

Quantitative Concepts

Work with liquid measures
- gallon
- quart
- pint

Fill container
- 1/2
- 1/4
- 1/3
- full

Understand that 8 oz. liquid = 1 cup

Suggestions:

- Many kinds so this requires close cooperation with food service instructor
- Make a list of all the kinds of dispensers the students have seen.
- Field trips to view different kinds of dispensers. Follow instructions of employer.
- Students should be alerted to the variety of commercial beverage dispensing equipment, and be positive to an employer's direction in filling specific types of dispensers.

Supportive Instructional Materials:

Liquid measuring utensils
Water
Field trip to observe various kinds of dispensers. Inquire and/or observe how these dispensers are filled

COMMON CLUSTER TASKS

TASK: Prepare, store, and serve salads

Code: FPS - CT13

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify the different types of salads:
   a. fruit
   b. fish and meat
   c. gelatin
   d. vegetable
   e. leafy green.
2. describe the relationship of salads to the meal:
   a. nutrition
   b. variety and color texture
   c. main course
   d. accompaniment
   e. appetizer
   f. dessert.
3. identify and select quality salad ingredients.
4. list procedures, techniques, and equipment used in salad preparation, service, and holding.
5. analyze and organize salad arrangements and displays.
6. demonstrate a degree of skill in preparing all types of salads.
7. properly store all types of salads and salad ingredients.
8. serve and/or display all types of salads and appropriate garnishments.

Instructional Methods

- Teacher demonstrates the procedures for preparing salad greens with pictures and actual material.
- Teacher and students visit cafeteria or market produce store as a field trip.
- Students seek and find clippings of different types of salads in magazines.
- Each student composes a notebook of attractive salads.
- Students view filmstrips, loops, and books.
- Students put together their own salad.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 5,6,9,10	Pictures	17	15
NUMBERS B 2a,4b,c,d,f,5,6	Libby's Shop and Serve Salads Series		
APPLICATION C 5,8	"The Song of Salad Secrets"	10	13
PHYSICAL D 1a,b,d,2a,3c	"Cool Head for Salads"	9	20
	"What Make a Good Salad?"	10	11
	The Art of Salad Making	13	6

COMMON CLUSTER TASKS

Code: FPS - CT13 TASK: Prepare, store, and serve salads

Basic Information for Cooperative Teaching

Language of the Task

Salad greens
- lettuce
  - head
  - leaf
  - romaine
  - endive
  - Boston bib
- spinach
- cabbage

Tomatoes

Peppers

Celery

Cucumbers

Radishes

Grated cheese

Bacos, bacon bits

Carrots

Fruit

Raisin

Nuts

Croutons

Gelatin

Quantitative Concepts

Determine how many servings in a pound of greens, heads of lettuce

Suggestions:

- Relate salads to nutrition - its place in a healthy diet

  Salads that are meals
  Salads that are a part of the meal
  Salads that are desserts

- Stress creative attitude.
  Must be fresh, crisp, color contrasts, texture variation

- Relate dressing to salad
  Sweet to fruit
  Sour to vegetable

- Suggest to parents of blind and deaf students that this task be reinforced and experienced with responsibilities in the home environment.

Supportive Instructional Materials:

Trip to grocery store - observe the care of the food to maintain crispness and taste
Health charts
Magazines for picture identification

COMMON CLUSTER TASKS

TASK: Grease and prepare pans

: FPS - CT14

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. recognize and observe sanitation practices for handling and greasing cooking pans. 2. identify the types of pre-cooking preparation materials and their appropriate applications. 3. demonstrate a degree of skill in preparing pans for cookery.

Instructional Methods

- Teacher demonstrates procedures used in preparing pans for cooking.
- Teacher distributes a different size or kind of pan to each student and discusses their name and use.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 6,9 NUMBERS B 4d,f APPLICATION C 6,8 PHYSICAL D 1a,f,2a, 3c,f	Pans and materials	1	

COMMON CLUSTER TASKS

e: FPS - CT14 TASK: Grease and prepare pans

Basic Information for Cooperative Teaching

Language of the Task

Cake pans
- round
- square
- rectangular
- loaf
- sheet pans

Pie tins

Bread tins

Pizza pans

Grease pans

Shortening

Oil

Lightly flour

Siliconed paper

Quantitative Concepts

Measure the pans to help visually identify each pan quickly

Construct different sized models of squares, rectangles, oblongs, circles which represent common pan sizes

Suggestions:

- Field trip to bakery or store where bread, cookies, pies are prepared
- Field trip to store where pans are sold.
- Teacher and deaf student should cooperatively develop some simple signs.
- Suggest to parents the importance of reinforcing and experiencing this task with responsibility in the home environment.

Supportive Instructional Materials:

Rulers, pans, etc.
Paper models of pan sizes and shapes

COMMON CLUSTER TASKS

TASK: Portion and prepare to serve pies and desserts

de: FPS - CT15

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. describe practical, attractive, and different portioning design procedures and techniques.
2. select the appropriate tools for portioning pies, cakes, and desserts.
3. demonstrate a degree of skill in:
   a. selecting portion sizes
   b. equating portion sizes
   c. transferring portions to service dishes
   d. properly store desserts following portioning if necessary.

Instructional Methods

- Teacher prepares the bulletin board to illustrate attractive servings.
- Students simulate portioning by dividing paper discs into sixth and rectangular and square shapes into appropriate serving portions.
- Students become involved in an identification quiz on portioning tools.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,6,9 NUMBERS B 2a,b,4b,e, 5,6 APPLICATION C 2,5,8 PHYSICAL D 1a,b,d,2a, 3c	Bulletin board	16	
	Cutting charts	16	21

COMMON CLUSTER TASKS

: FPS - CT15 TASK: Portion and prepare to serve pies and desserts

Basic Information for Cooperative Teaching

Language of the Task

Cut

Slice

Portion

Diagonal

Six or eight

Ruffle

Rope

Flute

Flambe'

Air-proof

Quantitative Concepts

Draw circle and divide into 6-8 equal parts to learn pie portioning

Determine the sale price of a pie by multiplying the price of one piece by the total number of pieces in a pie (Teach them to estimate totals.)

Determine profit on pie by subtracting cost of pie from total sales price

Suggestions:

- Discuss qualities students like in a pie.

Supportive Instructional Materials:

Paper
Shears
Pictures

COMMON CLUSTER TASKS

TASK: Wash pots, pans, and utensils

File: FPS - CT16

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify the appropriate application for different tools and equipment used in washing pots, pans, and utensils.
2. demonstrate a degree of skill in washing pots, pans, and utensils, following a prescribed sequence:
   a. prepare soak and rinse sinks
   b. sort by size and type
   c. scrape pots, pans, utensils
   d. soak pots, pans, utensils
   e. scrub pots, pans, utensils
   f. rinse pots, pans, utensils
   g. drain and dry
   h. clean up area
   i. kewaunee agitator.

Instructional Methods

- Teacher demonstrates pot/pan washing, stressing that this operation is expected of beginners.
- Students review booklets and illustrated materials.
- Teacher discusses water temperature as it relates to cleaning effectiveness.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,7,9			
NUMBERS B 2b	"Sanitation of Food Service Establishment"	13	9
APPLICATION C 8	Food Service Industry Publications on safe foods	13	28
PHYSICAL D 1a,c,d,f 2a,b,c 3a,c,f	"Food Equipment Sanitation - Cleaning Procedures"	13	9
	Safe Food Publication	13	18

COMMON CLUSTER TASKS

Code: FPS - CT16 TASK: Wash pots, pans, and utensils

Basic Information for Cooperative Teaching

Language of the Task

Scrape

Soak

Wash

Detergent

Disinfectant/sanitizing agent

First rinse

Dry rinse

Second rinse

Steel wool

Scouring powder

Brushes (steel)

Nylon pad

Quantitative Concepts

Develop temperature awareness of water to insure accepted sanitary procedures

Refer to label on detergent to determine diluting or mixing proportions

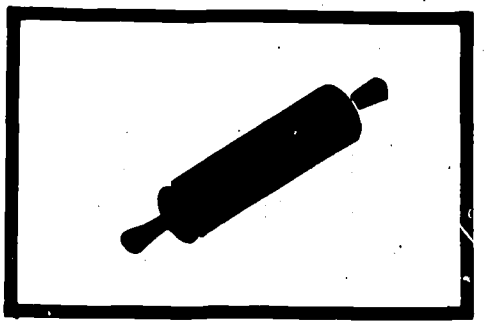
Suggestions:

- Teacher and deaf student should cooperatively develop some simple signs.
- This may be particularly appropriate for deaf student.
- See instructor

Supportive Instructional Materials:

See instructor
Field trip to restaurant and cafeteria to observe procedures and variety of equipment
Restaurant supply catalogue

BAKING AND PASTRY



INSTRUCTIONAL TASK MODULES

BP01 Prepare, form and bake yeast bread

BP02 Prepare and bake muffins, quick loaf breads, and biscuits

BP03 Prepare pie crust

BP04 Prepare, bake, and store cookies

BP05 Prepare, bake, store, and portion cake

BP06 Ice and frost cakes

SUBCLUSTER: BAKING AND PASTRY

Sheet 1 of 1

TASK: Prepare, form and bake yeast bread

Code: FPS - BP01

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. acquire a knowledge of yeast as a leavening agent.
2. assemble equipment and ingredients for yeast bread.
3. prepare dough following a prescribed formula.
4. observe proper techniques in preparing and scaling dough.
5. pan and proof bread and rolls.
6. clean work bench area using acceptable procedures and materials.
7. manipulate regulators in the safe and efficient use of the ovens during the baking process.
8. acquire knowledge of the characteristics of a standard product.

Instructional Methods

- Teacher and students discuss and study specific portions of the textbook by Robert G. Haines related to yeast bread.
- Students study slides related to yeast bread.
- Teacher demonstrates procedures used in making yeast bread.
- Teacher prepares a quiz on bread dough ingredients.
- Students study recipes for making yeast bread.
- Each student prepares bread dough.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,7,9,10	The Baker's Manual	13	32
NUMBERS B 2b,4c,d,f, 5,6	Food Preparation for Hotels, Restaurants, and Cafeterias	13	30
APPLICATION C 3,5,8	Bakery Ingredients	4	31
	Yeast Breads	4	31
PHYSICAL D 1a,d,f,2b, 3c,f,g			

SUBCLUSTER: BAKING AND PASTRY

Code: FPS - BP01 TASK: Prepare, form and bake yeast bread

Basic Information for Cooperative Teaching

Language of the Task

Leavening
- yeast

Mix
- water
- yeast
- eggs
- "Arkady" yeast food

Flour

Fat
- shortening

Liquid
- milk
- water

Sugar

Salt

Baker's scale

Weigh
- scale

Hook

Proofing
- fermentation

Knead

Punching

Pan

Bake

Regulate

Crust

Hollow sound

Quantitative Concepts

Measure time
- 3 min., 10-15 min., 2 1/2 hrs., etc.

Measure
- portioning scales (divide)
- baking scale (add)

Read temperature
- 74°-84° F
- 90°-100°F

Suggestions:

- Discuss bread failures - their causes
- Judge loaves of bread using a a standard bread chart.
- Teacher and deaf student should cooperatively develop some simple signs.
- Informally encourage voluntary buddy system for assisting blind students (individualize without calling attention to individual).
- Suggest to parents that tasks be reinforced and experienced with responsibility in the home environment.

Supportive Instructional Materials:

Baker's Manual by Joseph Amendala, Ahrens Publishing Company, New York, New York

Quantity Foods Production, Edward Brothers Inc., Ann Arbor

SUBCLUSTER: BAKING AND PASTRY

TASK: Prepare and bake muffins, quick loaf breads and biscuits

Code: FPS - BP02

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. acquire a knowledge of baking soda and baking powder as a leavening agent. 2. assemble ingredients and equipment for quick breads. 3. become familiar with methods of mixing quick breads. 4. follow directions as printed on mix package. 5. prepare pans and scale mix properly.	• Teacher demonstrates the making of quick breads. • Students identify, compare, and discuss ingredients needed for making quick breads. • Each student prepares a quick bread. • Students view and discuss audio/visual materials on quick breads.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,7,9,10 NUMBERS B 4a,c,d,f APPLICATION C 3,5,8 PHYSICAL D 1a,d,f,2b, 3c,f,g	Quick Breads	4	31
	Food Preparation for Hotels, Restaurants, and Cafeterias	4	31

SUBCLUSTER: BAKING AND PASTRY

e: EPS - BP02 TASK: Prepare and bake muffins, quick loaf breads and biscuits

Basic Information for Cooperative Teaching

Language of the Task

Dry ingredients	Dip
Eggs	Outer edge
Melted fat	Scale
Muffin method	Mixing bowl
Cake method	Muffin pans
Pastry method	Bread pans
Dampen	Grease
Blend	Baking powder
Overmix	Baking soda
Alternate	Space
Sifted flour	
Cut	
Batter	
Lightly	
Scoop	

Quantitative Concepts

375°

Measurement:
time, 15-20 min.
volume, 1/2, 2/3, 1.4 full
temperature, 350°, 375°, 400°F

Suggestions:

- Teacher and deaf student should cooperatively develop some simple signs.
- Informally encourage voluntary buddy system for assisting blind students (individualize without calling attention to individuals).
- Suggest to parents that tasks be reinforced and experienced with responsibility in the home environment.

Supportive Instructional Materials:

"Judging of Baking Products"
Score card for "Muffins" p. 16, Quick Loaf, pg. 15, Biscuits, pg. 10.

SUBCLUSTER: BAKING AND PASTRY

Sheet 1 of 1

TASK: Prepare pie crust

Code: FPS - BP03

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. consider the factors important in preparing pie crusts: a. pastry flour (soft wheat) b. fat (plastic consistency) c. cold water. 2. assemble equipment and ingredients for pie crust. 3. accurately scale and work ingredients. 4. properly shape, pan, and bake crusts.	• Teacher demonstrates the making of pie crust. • Each student scales and shapes pie crust. • Each student assembles equipment. • Students view and discuss film.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,6,7,9,10	The Baker's Manual	13	32
NUMBERS B 2b,4c,d,f	Pies	4	31
APPLICATION C 5,8	Food Preparation for Hotels, Restaurants, and Cafeterias	13	30
PHYSICAL D 1a,d,f,2b, 3c,f,g			

SUBCLUSTER: BAKING AND PASTRY

e: FPS - BP03 TASK: Prepare pie crust

Basic Information for Cooperative Teaching

Language of the Task

Pastry flour
soft wheat

Plastic consistency

Rubbed

Nuggets

Flakey

Dough cutter

Refrigerate

Roller

Prick

Invert pan

Moisten edge

Slash

Reduce

Quantitative Concepts

Proportion sugar to shortening

Divide by folding in half

Read temperature gauge
400° oven
425-450°F
350-375°F

Measure time
10-15-20 minutes

Recognize volume
size of pea

Suggestions:

- Teacher and deaf student should cooperatively develop some simple signs.
- Informally encourage voluntary buddy system for assisting blind students (individualize without calling attention to individual).
- Suggest to parents that tasks be reinforced and experienced with responsibility in the home environment.

Supportive Instructional Materials:

SUBCLUSTER: BAKING AND PASTRY

Sheet 1 of 1

TASK: Prepare, bake and store cookies

Code: FPS - BP04

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	
				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. consider the need for high quality ingredients in making cookies. 2. assemble equipment and ingredients. 3. prepare designated type by prescribed method. 4. shape, bake, and store cookies following proper procedure. 5. clean work bench and properly care for equipment, ingredients and product.

Instructional Methods

- Teacher demonstrates the shaping, baking, and storing of cookies.
- Each student prepares designated types of cookies.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,6,7,9,10	The Baker's Manual	13	32
NUMBERS B 2b,4c,d,f	Food Preparation for Hotels, Restaurant, and Cafeterias	13	30
APPLICATION C 5,8			
PHYSICAL D 1a,d,f,2b, 3c,f,g			

SUBCLUSTER: BAKING AND PASTRY

Code: FPS - BP04 TASK: Prepare, bake and store cookies

Basic Information for Cooperative Teaching

Language of the Task

High grade

Fresh

Pure

Store

Cookie machine

Cookie die

Hopper

Sheet pan

Baker's scale

Ingredients
- flour
- liquid
- fat
- egg
- sugar
- leavening agents
- miscellaneous ingredients
  - nuts
  - raisens
  - spice

*Method

*Type

Refrigerate

Air-tight storage

Quantitative Concepts

Measure:
- time - 1 min., 2 min., 3 min.
- depth - 1/8", 1/2", 1/4"
- length - 18"
- weight - 10#, 1#, 8 oz., 1 oz., 1/2 oz.
- temperature - 375°, 400°

Suggestions:

- Teacher and deaf student should cooperatively develop some simple signs.
- Informally encourage voluntary buddy system for assisting blind students (individualize without calling attention to individual).
- Suggest to parents that tasks be reinforced and experienced with responsibility in the home environment.

Supportive Instructional Materials:

*See food service teacher to determine local needs

SUBCLUSTER: BAKING AND PASTRY

Sheet 1 of 1

TASK: Prepare, bake, store, and portion cake

Code: FPS - BP05

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	
				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. accept the need for careful weighing or scaling in producing quality products. 2. assemble ingredients and equipment for cakes to be prepared. 3. mix cake in accordance with a specific formula (recipe). 4. scale the cake batter following recommended amounts carefully. 5. bake in preheated oven. 6. use marker or portioner as directed. 7. establish standards for quality product. 8. clean work bench and properly care for equipment, ingredients, and product.

Instructional Methods

- Students view and discuss slides on cakes.
- Students will preheat oven, select and mix ingredients, and bake cakes.
- Students simulate portioning by cutting wax paper shapes into proper portions.
- Teacher prepares a quiz on portioning tools.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,6,7,9,10	The Baker's Manual	13	32
NUMBERS B 2b,4c,d,f	Cakes	4	31
APPLICATION C 5,8			
PHYSICAL D 1a,d,f 2b,3c,f,g			

SUBCLUSTER: BAKING AND PASTRY

e: FPS - BPQ5 TASK: Prepare, bake, store, and portion cake

Basic Information for Cooperative Teaching

Language of the Task

Baker's scale

Quality product

*Method
cream
two-stage
sponge or foam

Weigh

Cream

Scrape down

Sift

Add

Scale

Bake

*Contact food service teacher to determine local needs

Quantitative Concepts

Measure
weigh - fraction of ounce to several pounds (use baker's scale)
time - 3 minutes to 1 hour 15 min.
temperature - 350-375°
volume - 2/3 full

Practice in cutting equal portions

Suggestions:

- Teacher and deaf student should cooperatively develop some simple signs.
- Informally encourage voluntary buddy system for assisting blind students (individualize without calling attention to individual).
- Suggest to parents that tasks be reinforced and experienced with responsibility in the home environment.

Supportive Instructional Materials:

SUBCLUSTER: BAKING AND PASTRY

TASK: Ice and frost cakes

Code: FPS - BP06

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. acquire the knowledge of the functions of icings: a. protective coating b. trapping the moisture c. improve taste d. improve eye appeal. 2. assemble equipment and ingredients for icings. 3. develop the ability to properly choose, prepare, and handle icings. 4. prepare cake for decorating or for immediate consumption. 5. apply and/or store icing. 6. clean area and properly care for equipment, ingredients, and product.	• Teacher demonstrates the preparation and application techniques for different types of icings. • Students assemble and ice cakes. • Students clean areas and equipment.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,6,7,9 NUMBERS B2b,4c,d,f APPLICATION C 5,8 PHYSICAL D 1a,d,f,2b, 3c,f,g	The Baker's Manual	13	32
	Food Preparation for Hotels, Restaurants, and Cafeterias	13	30

SUBCLUSTER: BAKING AND PASTRY

le: FPS - BP06 TASK: Ice and frost cakes

Basic Information for Cooperative Teaching

Language of the Task

Protective coating

Eye appeal

Quality

Confectioner's sugar

Granulated sugar

Syrup

Glossy

Dull

Crystalize

Consistency

Cone

Quantitative Concepts

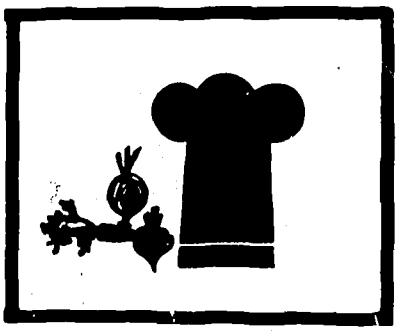
Read cooking thermometer
98° to 240°

Use baker's scales
determine weights of material (ingredients) from fractional parts of an ounce to 10#

Suggestions:

- Teacher and deaf student should cooperatively develop some simple signs.
- Informally encourage voluntary buddy system for assisting blind students (individualize without calling attention to individual).
- Suggest to parents that tasks be reinforced and experienced with responsibility in the home environment.
- Assist student in improving judgment and decision-making skills.

Supportive Instructional Materials:



FOOD PREPARATION

INSTRUCTIONAL TASK MODULES

FP01 Prepare vegetables

FP02 Prepare sandwiches

FP03 Prepare soups

FP04 Prepare fruits

FP05 Prepare meat, poultry, and seafood for cooking

FP06 Bread food items

FP07 Scrape dishes

FP08 Load, operate, and unload dishwasher

FP09 Operate a garbage disposal

FP10 Clean and sanitize kitchen equipment

SUBCLUSTER: FOOD PREPARATION

Sheet 1 of 1

TASK: Prepare vegetables

Code: FPS- FP01

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. name, identify, and select quality grades of vegetables.
2. demonstrate a degree of skill in preparing vegetables by:
   a. washing
   b. trimming
   c. peeling
   d. cutting
   e. slicing.
3. demonstrate a degree of skill in:
   a. warming
   b. frying
   c. steaming
   d. boiling
   e. baking
   f. sauteeing.
4. identify the general types of vegetables commercially available:
   a. fresh
   b. frozen
   c. canned
   d. dehydrated.
5. identify the proper temperature, humidity, and length of time storage conditions for specific vegetables.

Instructional Methods

- Students should be asked to bring in the various vegetables on a scheduled basis so that each member of the class has a responsibility and the vegetables are not brought in all at the same time. The various uses of vegetables should be demonstrated such as: uses of raw vegetables, cooked vegetables, and the appropriate handling procedures.
- Students compare one vegetable in different forms (canned, frozen, fresh, and dehydrated). A check sheet may be used by students.
- Each student prepares potato (or other vegetable) by different methods and class has an "all vegetable buffet".

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
A 2,3,5,6,10	"How to Prepare and Serve Vegetables"	13	18
NUMBERS	Vegetable bulletins	13	18
B 4b,d			
APPLICATION			
C2,5,8			
PHYSICAL			
D 1a,b,d, 2a,b,c, 3c,g			

SUBCLUSTER: FOOD PREPARATION

Code: FPS - FP01 TASK: Prepare vegetables

Basic Information for Cooperative Teaching

Language of the Task

Wash
Trim
Peel
Slice
Cube
Grate
Julienne
Wedge
Crisp
Saute'
Can
Canned
Deep freeze - o° F or C
Fresh
Frozen

Quantitative Concepts

Cut one pound of vegetables using various techniques
measure in cups

Draw a thermometer
indicate point at which vegetables are to be frozen

practice reading thermometer

Suggestions:

- Field trip to cafeteria on an appropriate day to observe procedures
- Drill students on language of the task extensively.
- Suggest to parents of blind and deaf students that this task be reinforced and experienced in the home environment.
- Be careful in using words with multiple meanings when talking to the lip reading deaf student.
  can
  wedge
  trim

Supportive Instructional Materials:

Equipment from foods lab - selection of knives
Pictures

SUBCLUSTER: FOOD PREPARATION

Sheet 1 of 1

TASK: Prepare sandwiches

Code: FPS - FP02

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and describe the types of sandwiches and their possible relationships to the meal:
   a. main dish
   b. refreshment
   c. appetizer
   d. accompaniment.
2. list different types of and select quality sandwich breads:
   a. rye
   b. whole wheat
   c. white
   d. rolls (many types)
3. demonstrate a degree of skill in preparing specific types of sandwiches:
   a. traditional
   b. open-faced
   c. hot sandwiches
   d. club
   e. hogie
   f. tea
   g. submarine
   h. taco.
4. select and prepare sandwich fillings to meet appropriate standards.
5. name and demonstrate specific procedures for sandwich construction:
   a. organizing
   b. layout
   c. spreading
   d. stacking
   e. cutting
   f. wrapping and storage.

Instructional Methods

- Student discussion of the importance of sandwiches in today's menu.
- Each student brings in a variety of bread for sandwich preparation.
- Students clip magazine photos to identify different types of sandwiches.
- Field trip to view industrial sandwich making equipment and techniques where possible.
- Teacher demonstrates sandwich construction procedures.
- Students view filmstrip/record.
- Teacher prepares mock bread squares for use in constructing. simulated products.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,5,6,7,9, 10 NUMBERS B 2b,4b,c,5,6 APPLICATION C 3,4,5,6 PHYSICAL D 1,2a,3c	"Modern Sandwich Methods for Quantity Food Service"	5	1

SUBCLUSTER: FOOD PREPARATION

Code: FPS - FP02 TASK: Prepare sandwiches

Basic Information for Cooperative Teaching

Language of the Task

Breads
- white
- rye
- whole wheat
- raisen

Sandwich fillings
- tomato, bacon, lettuce
- meat
- egg
- cheese

Mayonnaise

Catsup

Mustard

Horseradish

Pickle relish

Onion

Sandwich bags

Saran wrap

Aluminum foil

Waxed paper

Quantitative Concepts

Multiples of 10

Multiples of 12

Work with ratio - proportion number of sandwiches per loaf of bread

number of sandwiches per pound, pint, quart of filling

Fractional folds for tight, attractive wrapping

Suggestions:

- Discuss importance of packing, packaging, and refrigeration.
- Consider display of sandwich in wrapping.
- Suggest to parents of blind and deaf children that this task be reinforced and experienced in the home environment.

Supportive Instructional Materials:

Field trips:
stores, restaurants, school cafeteria, lunch counters, etc.

SUBCLUSTER: FOOD PREPARATION

Sheet 1 of 1

TASK: Prepare soups

Code: FFS - FP03

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will

1. identify the different types and varieties of soups by giving examples of each:
   a. thin
   b. clear
   c. cream
   d. thick.
2. demonstrate a degree of skill in preparing various soups, following a prescribed procedure.
3. select and add the appropriate garnishments and accompaniments to the soup service.

Instructional Methods

- Students view film.
- Students assist in the preparation of different soups as they appear on the daily menu. This experience will provide an opportunity to utilize previously learned skills, i.e. vegetable cleaning and preparation, etc.
- Teacher demonstrates correct and incorrect procedures to highlight the importance of correctness .

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,5,6,7,9, 10 NUMBERS B 2,4b,c,d,f, 5,6 APPLICATION C 4,5,8 PHYSICAL D 1a,b,d,f 2b, 3c,f,g	"The Ballad of Soup Du Jour"	8	5

SUBCLUSTER: FOOD PREPARATION

Code: FPS - FP03 TASK: Prepare soups

Basic Information for Cooperative Teaching

Language of the Task

Soup du jour

Type
- thin
- cream
- thick

Special
- borcht
- consomme

Popular
- vegetable
- pea
- chicken
- beef/vegetable
- lentil
- chili

Service
- bowl
- ladle
- cup
- spoon

Quantitative Concepts

Establish the amount of a serving

Determine the number of servings in a quart, a gallon

Suggestions:

- Field trip to store to observe the kinds of soup on the shelf
- Label reading
  check ingredients
  importance of word (ingredient) placement
- Use menus to check daily specials "Soup du jour" (soup of the day).
- Suggest to parents that the task be reinforced and experienced in the home environment.

Supportive Instructional Materials:

Check with vocational instructor to observe soup preparation
Menus
Cans

SUBCLUSTER: FOOD PREPARATION

Sheet 1 of 1

TASK: Prepare fruits

ie: FPS - FP04

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. name, identify, and select quality grades of fruits.
2. demonstrate a degree of skill in preparing fruit by following a prescribed set of procedures for:
   a. washing
   b. peeling
   c. trimming
   d. seeding
   e. slicing/cutting
3. name the general principles and methods of cooking fruits.
4. select and apply appropriate spices and flavorings for different fruit dishes.
5. identify and demonstrate the proper storage condition for fresh, frozen, cooked, canned, or dried fruit.

Instructional Methods

- Teacher demonstrates procedures/techniques for fruit preparations.
- Demonstrate the various uses of fruit with real fruits whenever possible.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 5,6,10 NUMBERS B 4b,d,5 APPLICATION C 4,6,8 PHYSICAL D 1a,b,d,f 2c,3c	Demonstration	1	

SUBCLUSTER: FOOD PREPARATION

Code: FPS - FP04 TASK: Prepare fruits

Basic Information for Cooperative Teaching

Language of the Task

Peel
- core
- quarter
- slice

Section

Seed

Marinate

Boil

Bake

Stew

Broil

Grill

Quantitative Concepts

Half (1/2), quarter (1/4), and otherwise divide fruit

Time relationship between preparing and serving or treating to prevent fruit from becoming discolored

Suggestions:

- Compile a list of fruit that students know, identify pictures of fruit in seed catalogs, etc.
- In season, have students prepare fruit, using different techniques.
- Teacher and deaf students should cooperatively develop some simple signs related to language of the task.

Supportive Instructional Materials:

Field trip
Seed catalogs
Magazines
Menus
Food diary

SUBCLUSTER: FOOD PREPARATION

TASK: Prepare meat, poultry, and seafood for cooking

Code: FPS - FP05

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. select the appropriate tools and materials for cutting meats, dressing poultry, and cleaning seafoods. 2. recognize and observe important sanitation factors essential in the preparation processes. 3. demonstrate a degree of skill in preparing different cuts of meat, portions of poultry, and servings of seafood. 4. recognize the characteristics of properly prepared meats, poultry, and seafood for cooking. 5. properly store cleaned meats, poultry, and seafood.	• Teacher demonstrates procedures/techniques for preparing meat, poultry, and seafood for cooking. • Visit a processing plant if one is available in area.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 5,6,10 **NUMBERS** B 4b,f **APPLICATION** C 5 **PHYSICAL** D 1a,b,c,d,f 2a,3a,c,g	Demonstration	1	

SUBCLUSTER: FOOD PREPARATION

Code: FPS - FP05 TASK: Prepare meat, poultry, and seafood for cooking

Basic Information for Cooperative Teaching

Language of the Task

Carcass
Trim
Feather
Scald
Dress
Quarter
Disjoint
Fillet
Bone
Portion
Wholesale
Retail
Chicken
Turkey
Cornish hen
Fish
Shrimp
Skin
Scale
Devein
Fresh
Fresh frozen
Defrost

Quantitative Concepts

Depict a beef carcass within a rectangular drawing. Indicate quarters (fore, hind)

Section a pound object into four 4 oz portions with the use of a scale

Suggestions:

- Discuss the reasons for price variation based on cost of production and preparation.
- Keep close communication with foods teacher.
- Teacher and deaf students should cooperatively develop some simple signs related to language of the task.
- Be careful in using words with multiple meanings when talking to the lip reading deaf student.
  - chop
  - scale
  - quarter
  - dress

Supportive Instructional Materials:

Pictures, charts, movies
Scales

SUBCLUSTER: FOOD PREPARATION

Sheet 1 of 1

TASK: Bread food items

Code: FPS - FP06

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. select the basic ingredients for preparing breading for meats, seafoods, and poultry.
2. prepare the appropriate breading mixture for meats, poultry, and seafoods.
3. demonstrate a degree of skill in breading:
   a. meat
   b. poultry
   c. seafoods.

Instructional Methods

- Small groups demonstrate different breading techniques.
- Breading procedures will be learned through repeated applications in various food preparation tasks.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9 NUMBERS B 2,4b,c,5 APPLICATION C 5 PHYSICAL D 1,2d,3f,g			

SUBCLUSTER: FOOD PREPARATION

Code: FPS - FPQ6 TASK: Bread food items

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Egg wash Flour Bread crumb Roll Prewash Batter Sift Whip Dip Pan Bowl Wax paper	Proportion, i.e. 1 egg to 1 cup milk See foods teacher for a batter formula. Relate this to a mathematical formula, a chemical formula	• List breaded items the students are aware of. • For efficiency, discuss purpose of a specific procedure in breading. • Be careful in using words with multiple meanings when talking to lip reading deaf students. breading roll

Supportive Instructional Materials:

Equipment: whip, bowl, pans, etc. from vocational lab
Field trip to restaurants to observe breading process

SUBCLUSTER: FOOD PREPARATION

Sheet 1 of 1

TASK: Scrape dishes

Code: FPS - FP07

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. scrape dishes efficiently and safely by hand, dish brush, or sprayer.
2. segregate garbage from dishes as either food/trash or garbage/waste.
3. demonstrate an ability to pace work effectively, adjusting to the flow of dishes.
4. list sanitation factors associated with dish scraping.

Instructional Methods

- Students review workbook, Being a Food Service Worker, section on scraping dishes.
- Teacher demonstrates scraping techniques.
- Students view film, "Mr. Dishwashing".

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,7,9 NUMBERS APPLICATION C 5,8 PHYSICAL D 1a,b,d 2 a/b 3c,g	Being a Food Service Worker	14	14
	Teacher-made transparencies	12	
	"Mr. Dishwashing"	8	33

SUBCLUSTER: FOOD PREPARATION

Code: FPS - FP07 TASK: Scrape dishes

Basic Information for Cooperative Teaching

Language of the Task

Rubber scraper

Scoops

Flats

Other terms are determined by equipment available (See vocational Food Service instructor)

Quantitative Concepts

Understand sequence of preparing a dirty dish for washing

Suggestions:

- See vocational teacher as to procedures practiced.
- Play games on sorting, using any materials.
- This task may be particularly appropriate for deaf student.
- Suggest to parents that tasks be reinforced and experienced in the home environment.

Supportive Instructional Materials:

Assortment of materials for sorting

SUBCLUSTER: FOOD PREPARATION

Sheet 1 of 1

TASK: Load, operate, and unload a dishwasher

Code: FPS - FP08

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	
				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. select the appropriate rack for different types of dishes and silver. 2. rack dishes, glassware, and silver efficiently, exhibiting a degree of skill. 3. rack dishes using efficient techniques for positioning, drainage, and drying. 4. load, prepare, and make ready a commercial dishwashing machine following the manufacturer's procedures. 5. interpret automatic indicator signals for purpose of monitoring machine cycles. 6. shut down dishwashing machine operation and remove racks. 7. identify and describe the operation of different types of commercial dishwashing machines. 8. operate specific types of automatic dishwashing machines following a prescribed set of manufacturer's procedures. 9. recognize specific safety precautions to be observed in operating an automatic dishwashing machine.

Instructional Methods

- Teacher demonstrates racking techniques and procedures.
- Students work in teams with each observing the other's performance.
- Students view film.
- Students observe cafeteria or school lunch dishwasher.
- Teacher and students take a field trip to hospital food service to see operation.
- Teacher demonstrates with each student the loading and unloading techniques and procedures.
- Students use drawing of machine with parts identified to learn the names and basic operation of machine.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,4,6,7,9 NUMBERS B 2b,4d APPLICATION C 2,5,8 PHYSICAL 1a,b,c,d,f 2a,b,c,d 3a,c,f,g	"How to Clean Clean"	8	9
	"The Invaders"	8	8
	"One Chance"	8	9
	Teacher-made drawing	17	

SUBCLUSTER: FOOD PREPARATION

Code: FPS - FP08 TASK: Load, operate, and unload a dishwasher

Basic Information for Cooperative Teaching

Language of the Task

Clockwise

Counterclockwise

Off

On-red light

Caution

Manual

Automatic

Pre-soak

Compartment

Rack

Flat bed

Flats

Scoops

Basket

Quantitative Concepts

Read temperature controls

Recognize water level gauge on machine

Observe and maintain fullness in rinse and soap dispensers

Place in order from small to large with regard to shape

Temperature and time in relation to sanitation

Suggestions:

- Games on sorting
- Advance sorting game to setting up pattern of racking.
- Relate eating end of silverware to method of racking.
- Be careful in using words with multiple meanings when talking to lip reading deaf students.
- This task may be particularly appropriate for deaf student.
- Teacher and deaf student should cooperatively develop some simple signs related to language of the task.
- Necessary to see food service teacher as to machine used.
- Recognize left and right movement of valves.
- Observe up and down position of heat, booster, or main switch.
- Games on reading dials - start with watch.
- Do a skit on "What Happens to a Dirty Dish!"

Supportive Instructional Materials:

Sales catalog from vocational department
Lists from vocational instructor
Pictures
Watch (clock, wrist, stop)
Silverware, tubes and various rack styles

SUBCLUSTER: FOOD PREPARATION

Sheet 1 of 1

TASK: Operate a garbage disposal

Code: FPS - FP09

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. recognize specific safety precautions for operating a garbage disposal. 2. operate a garbage disposal unit safely and efficiently, using a commercial disposal if possible.	• Teacher demonstrates the operation procedures with a garbage disposal. • Students work in teams to clean diswashing machine.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 4,9 NUMBERS APPLICATION C 8 PHYSICAL D 1 (in total) 2c,3a,c,f,g	Operation manual for the garbage disposal		

SUBCLUSTER: FOOD PREPARATION

: FPS - FP09 TASK: Operate a garbage disposal

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Blades Switches Scraper Rinse		• Have resource person in to talk. teacher salesman maintenance man • Emphasize safety. • This task may be particularly appropriate for deaf student.

Supportive Instructional Materials:

Pictures of various type
consider differences, advantages and disadvantages
Resource person talk on operation and care of garbage disposal

SUBCLUSTER: FOOD PREPARATION

TASK: Clean and sanitize kitchen equipment

File: FPS- FP10

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	
				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and describe the various applications of specific cleaning materials and equipment for cleaning kitchen equipment: a. hand detergent b. dish machine detergent c. rust preventive d. household ammonia e. cleansing powder f. scrapers and brushes g. urn cleaner h. germicidal solution i. cleaning cloths. 2. follow specific procedures and demonstrate a degree of skill in cleaning and sanitizing kitchen equipment: a. mixer b. food warmer c. coffee urn d. steam jacketed kettle e. dish machine f. deep fat fryer g. refrigerators h. freezer i. range j. grill k. oven l. chopping boards m. steamer n. exhaust canopy.

Instructional Methods

- Teacher demonstrates with each student the proper cleaning and sanitizing procedures.
- Students work in teams to clean equipment.
- Teacher organizes a contest with one person (different students each day) being the inspector. If it doesn't pass inspection, they must re-do.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,4,6,9 NUMBERS B 2b,4f APPLICATION C 2,5,6,7 PHYSICAL D 1,2a/b,3a	"Food Equipment Sanitation Cleaning Procedures"	8	9

SUBCLUSTER: FOOD PREPARATION

Code: FPS - FP10 TASK: Clean and sanitize kitchen equipment

Basic Information for Cooperative Teaching

Language of the Task

Detergent

Cleansing powder

Brush

Germicidal

Quantitative Concepts

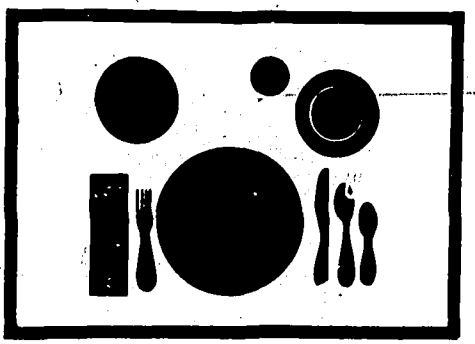
Get cleaning formulas from food service teacher and discuss the idea of the convenience of using a formula

Suggestions:

- Discuss the importance of preparing for task by assembling materials before starting operation.
- Review the total job preparation doing the cleaning operation and putting equipment away and leaving equipment ready for reuse.
- Do skits on correct procedures
- Drill deaf student extensively on language of the task.
- Teacher and deaf student should cooperatively develop some simple signs related to language of the task.
- This task may be particularly appropriate for deaf student.
- Contact the vocational teacher to determine the equipment used in area facilities.

Supportive Instructional Materials:

Picture drawing on materials to clean different equipment in vocational lab.



FOOD SERVICE

INSTRUCTIONAL TASK MODULES

FS01 Set-up and prepare tables

FS02 Set individual covers properly

FS03 Greet and serve restaurant customers

FS04 Service supplies in the dining room

FS05 Clear and/or bus tables

FS06 Clean and sanitize dining room and service equipment

FS07 Assist in servicing a buffet service

FS08 Replenish food at service bar

FS09 Assist in servicing a cafeteria line

FS10 Operate a cash register

SUBCLUSTER: FOOD SERVICE

Sheet 1 of 1

TASK: Set up and prepare tables

Code: FPS - FS01

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. recognize safety factors associated with handling and setting up tables.
2. unfold and set up different types of tables.
3. arrange tables in eating area to reflect guest convenience and efficient space utilization.
4. demonstrate a degree of skill in covering tables with different covering materials:
   a. paper covering
   b. cloth coverings
   c. plastic coverings
   d. padding
   e. place mats.
5. select the proper covering and necessary items for the table setting.
6. demonstrate a degree of skill in replacing:
   a. table linens
   b. silverware
   c. refill sugar, salt, and pepper.

Instructional Methods

- Teacher demonstrates set up and arrangement procedures with individual students.
- Groups of four students arrange tables for specified numbers.
- Students review text materials on table arrangement.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,5,6,7,9	Professional Restaurant Service	13	17
NUMBERS B 2b,4a,d,5	Food Service Industry	13	28
APPLICATION C 2,3,4,5,8			
PHYSICAL D 1,2b,3a,b,c,f			

SUBCLUSTER: FOOD SERVICE

CODE: FPS - FSO1 TASK: Set up and prepare tables

Basic Information for Cooperative Teaching

Language of the Task

Number of guests
Table
Linen
Place mat
Silver
Glassware
China
Tray
Pan
Cart
Centerpiece
Salt shaker
Pepper shaker
Remove/replace
Center/even
Dispose
Soiled
Stained
Napkins
Protective pad (if used)
"cover"
Torn/faded

Quantitative Concepts

Determine inches per place setting

Determine number of place settings to table

Figure the number of tables needed to serve a stated number of guests

Identify center line of table

Devise ways of checking equal overhang of tablecloth on table

Suggestions:

- Find a variety of place settings in magazines.
- Discuss shapes and sizes of tables.
- Consider size of room, convenience of service, and comfort of guests.
- Teacher and deaf students should cooperatively develop some simple signs.
- Awareness of incorrect placements
- Discuss the need to change the table covering.
- Drill student extensively on language of the task.

Supportive Instructional Materials:

Magazines
Graphs
Secure two place settings (covers) from Food Service teacher and practice changing

SUBCLUSTER: FOOD SERVICE

Sheet 1 of 1

TASK: Set individual covers properly

Code: FPS - FS02

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. arrange and set an American table service efficiently and correctly, as prescribed by standard etiquette.
2. recognize the commonly occurring variations in the American table service.
3. identify and describe the conventional occurrence and importance of the standard American table service.
4. recognize and observe sanitation factors in handling clean dishware, glassware, and silver.

Instructional Methods

- Teacher illustrates proper arrangement by giving each student supplies for one cover and letting them view a perfect-set cover, then do their own. Repeat until perfect. Must be done at periodic intervals as they forget.
- Students draw a perfectly set cover.
- Students view six incorrect set covers, finding mistakes.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,5,6,7,9 NUMBERS B 2b,4a,5,6 APPLICATION C 2,5,7,8 PHYSICAL D 1,2b,3a,c	Professional Restaurant Service	13	17

SUBCLUSTER: FOOD SERVICE

le: FPS - FS02 TASK: Set individual covers properly

Basic Information for Cooperative Teaching	
Language of the Task	**Quantitative Concepts**
Placement of silverware glassware linens/paper products center pieces	Relate number of people being served to number of settings with the type of meal being served considered

Suggestions:

- Draw a diagram of table setting consisting of:
  - place mat
  - napkin
  - knife
  - 2 forks
  - teaspoon
  - soup spoon
  - bread & butter plate
  - cup and saucer
  - water goblet
  - ash tray
  - creamer and sugar bowl.
- Drill deaf student extensively on language of task. See FPS/CT06.

Supportive Instructional Materials:

Pictures from magazines
Charts and illustrations from texts
Items for "cover" from vocational education lab

SUBCLUSTER: FOOD SERVICE

Sheet 1 of 1

TASK: Greet and serve restaurant customers

Code: FPS - FS03

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and describe appropriate modes of conduct, attitude, etiquette, and posture for serving in the dining room. 2. serve dining room customers courteously and efficiently with: a. greeting b. water c. menu d. filling order bread baskets relish tray/garnish e. clearing order f. inquire about dessert g. refills h. placing check i. taking leave.	• Teacher demonstrates greeting and serving procedures and techniques . • Teacher emphasizes one step at a time with student practicing (in different forms) for each step. • Students simulate procedures and techniques.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,2,3,7 NUMBERS B 4a,c,d APPLICATION C2,5,7,8 PHYSICAL D 1a,c,d,2a, 3a,c	Professional Restaurant Service	13	17

SUBCLUSTER: FOOD SERVICE

Code: FPS - FS03 TASK: Greet and serve restaurant customers

Basic Information for Cooperative Teaching

Language of the Task

Tongs

Bowls

Bread basket

Water pitcher

Goblet

Butter dish

Patties/balls,etc.

Ice with water

Ice with butter

Quantitative Concepts

Understanding of multiples of 2, i.e. two patties of butter per person

Suggestions:

- Proper serving and placement requires recognition of right and left as well as position on table setting.
  (beverage from right with right hand, regular service from left with left hand)

Supportive Instructional Materials:

Table
Table service
Illustrations

SUBCLUSTER: FOOD SERVICE

Sheet 1 of 1

TASK: Service supplies in the dining room

Code: FPS - FS04

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. list all dining room supplies requiring service.
2. select the appropriate transportation made for given dining room supplies.
3. rack, store, or shelve supplies in dining room.
4. monitor the level of dining room supplies with a degree of consistency.
5. transport supplies safely to the dining room storage area recognizing sanitation factors of handling.

Instructional Methods

- Students with more ability work with those of lesser ability in "team" servicing.
- Teacher organizes a "What's Missing" game.
- Set up a picture (drawing) check list.
- Students review test.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,3,5,6,7,9	Professional Restaurant Service	13	17
NUMBERS B 2,5,6	Game	3	
APPLICATION C 1,2a,b,3,5,7,9			
PHYSICAL D 1a,b,d,e 2b,3b,c,f,g			

SUBCLUSTER: FOOD SERVICE

Code: FPS - FS04 TASK: Service supplies in the dining room

Basic Information for Cooperative Teaching

Language of the Task

Stocking
Side stand
Plate liners
Linen
Cups and saucers
Dinner glasses
Condiments
Ketchup
Mustard
Salt
Pepper
Sugar
Sugar bowl
Silver ware
Ash trays

Quantitative Concepts

Determine the necessary items on a side stand used to hold supplies and condiments for resetting of four square or round tops (tables) with seating capacity from 4-10

Suggestions:

- Field trips
- Teacher and deaf student should cooperatively develop some simple signs for language of the task.

Supportive Instructional Materials:

Pictures
Graphs
Representative sample of supplies
Examples of complete cover from vocational lab

SUBCLUSTER: FOOD SERVICE

Sheet 1 of 1

TASK: Clear and/or bus tables

Code: FPS - FS05

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. interpret and determine the appropriate bussing procedure for a given establishment.
2. determine storage location of materials and supplies.
3. perform the following procedures in accordance with the situation:
   a. clear and remove settings from the table
   b. remove and replace soiled table linens
   c. load trays and transport to kitchen
   d. return re-usable food to kitchen
   e. refill water glasses for guests.
4. replace items used at work station.

Instructional Methods

- Teacher demonstrates procedures/techniques used in bussing tables.
- Students role play in class situation.
- Teacher organizes a "What's Missing?" game.
- Students refer to text.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 7	Professional Restaurant Service	13	17
NUMBERS	Game	3	
APPLICATION C 5			
PHYSICAL D 1a,c,d 2b or c 3a,c,g			

SUBCLUSTER: FOOD SERVICE

Code - FS05 TASK: Clear and/or bus tables

Basic Information for Cooperative Teaching

Language of the Task

Bus tray

Wet cloth (crumb table)

Set-up

Loading trays for transportation

Clearing table

Dismantling table

Quantitative Concepts

Practice sequence of removing dishes, etc. from table
(See vocational education teacher for details)

Learn sequence of dismantling table
remove any unused covers
clear sugars
clear salts/peppers
clear creamers
clear crackers/butter
centerpieces
put all in proper storage
(See vocational education teacher for details)

Suggestions:

- Recognition of right or left service.
- Understand need for quietness and dignity.
- Checking for breakage, etc., before putting away.
- This may be particularly appropriate for the deaf student.

Supportive Instructional Materials:

Secure a selection of dishes and practice sorting and stocking (plastic preferred)

SUBCLUSTER: FOOD SERVICE

Sheet 1 of 1

TASK: Clean and sanitize dining room and service equipment

Code: FPS- FS06

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and describe the various applications of specific cleaning supplies for cleaning dining room equipment:
   a. soap/detergent solutions
   b. scouring powders
   c. cleaning cloths.

2. follow specific procedures and demonstrate a degree of skill in cleaning and sanitizing the following dining room equipment:
   a. dispensing machine
   b. counters
   c. service bars
   d. glass
   e. shelves
   f. tables and chairs
   g. hot cars or thermo tainers
   h. pass through refrigerators.

Instructional Methods

- Teacher demonstrates procedures for cleaning dining room equipment.
- Students practice in teams.
- Have inspector who checks work give students turns at inspecting.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,2,3,6,9	"Food Equipment Sanitation-Cleaning Procedures"	8	9
NUMBERS B 2b,4c,f	"Sanitation of Food Service Establishments"	8	9
APPLICATION C 8			
PHYSICAL D 1a,b,d 2a/b 3c			

SUBCLUSTER: FOOD SERVICE

Code: FPS - FS06 TASK: Clean and sanitize dining room and service equipment

Basic Information for Cooperative Teaching	
Language of the Task	Quantitative Concepts
Detergent Cleaning powder Brush Germicidal	Work on a system of job analysis Help students set up a job study project to determine time efficiency

Suggestions:

- Take an active interest in job analysis - so students can develop a better self-image through a visible record of improved time efficiency.
- Teacher and deaf student should cooperatively develop some simple signs.
- This task may be particularly appropriate for deaf student.
- Contact the vocational teachers to determine the equipment used in area facilities.

Supportive Instructional Materials:

SUBCLUSTER: FOOD SERVICE

Sheet 1 of 1

TASK: Assist in servicing a buffet service

Code: FPS - FS07

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. properly arrange the following tables for an efficient buffet service: a. dessert table b. main service table c. beverage table d. hors d'oeurve table e. salad bar. 2. arrange table decorations and table themes as directed by supervisor for a particular situation or unique theme. 3. place and service the following items in a buffet-style service: a. beverages b. napkins c. food dishes d. desserts e. glassware f. dishware g. silver. 4. follow prescribed procedures and techniques for: a. garnishing b. refilling c. clearing.	• Teacher sets up and organizes tables, students then draw a copy of setting and retain for future reference. • Students are involved in learning by doing primarily. • Students understand - need to know all food items that are served. • Teacher organizes a group project in arranging and setting up a complete buffet service for a school function buffet.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,2,3,9 NUMBERS B 5 APPLICATION C 5 PHYSICAL D 1a,b,c,d			

SUBCLUSTER: FOOD SERVICE

Code: FPS- FS07 TASK: Assist in servicing a buffet service

Basic Information for Cooperative Teaching

Language of the Task

Arrangement

Garnish

Replenish

Refill

Lifter

Fork

Granny fork (two-prong)

Serving spoon
- large
- small
- perforated
- slotted
- solid

Quantitative Concepts

Consider number of servings to maintain freshness

Consider arrangement for guest convenience (space management)

Suggestions:

- Check with vocational teacher on various order of arranging a buffet.
- Teacher and deaf student should cooperatively develop some simple signs.
- Suggest to parents that tasks be reinforced and experienced with responsibilities in the home environment.

Supportive Instructional Materials:

Pictures of serving arrangements from magazines, etc.
Drawings from vocational education teacher
Selection of serving equipment from vocational department to learn to identify items

SUBCLUSTER: FOOD SERVICE

Sheet 1 of 1

TASK: Replenish food at service bar

File: FPS - FS08

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and follow sanitation and safety factors or precautions for handling hot food pans.
2. select the appropriate utensils for dishing selected foods from serving pan.
3. demonstrate a degree of skill in transferring:
   a. food to service bar
   b. salads to service bar
   c. desserts to service bar.

Instructional Methods

- Teacher demonstrates and illustrates actual practice in a specific situation.
- Each student draws in placement of items, using a mimeograph outline of service bar.
- Teacher discusses importance of following establishment procedures (No two places will have identical set-up.) Customer convenience is of prime importance, color, hot and cold foods, etc.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,5,6,7,9	Mimeograph outline	17	
NUMBERS B 1,4a,b,c,d,f			
APPLICATION C 2,3,4,5,7,8			
PHYSICAL D 1,2a/b, 3a,c,f,g			

SUBCLUSTER: FOOD SERVICE

e: FPS - FS08 TASK: Replenish food at service bar

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
See teacher's drawing and diagram of service bar Review all items uses names	Discuss importance of charts to indicate placement and figure numbers	• Necessary to contact vocational teacher as each establishment operates various service bar arrangements. • Review proper body movement. • Demonstration of correct and incorrect procedures to highlight the importance of correctness.

Supportive Instructional Materials:

Secure drawings, listing, totals from vocational education teacher

SUBCLUSTER: FOOD SERVICE

Sheet 1 of 1

TASK: Assist in servicing a cafeteria line

Code: FPS - FS09

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. monitor and service the following items in a cafeteria service line, following prescribed procedures and techniques: a. napkins b. trays c. dishware d. silver e. glassware f. beverages g. garnishes h. main dishes i. salads j. desserts.	• Students work at mock set-up and service, following an orientation to the particular cafeteria situation. • Teacher organizes a "What's Missing?" game or use an illustrated check list to evaluate student performance. • Student uses school cafeteria as observation and actual experiences if possible.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,9 NUMBERS B 2b APPLICATION C 5 PHYSICAL D 1a,c,d 2b,3a,c,f	Game	3	

SUBCLUSTER: FOOD SERVICE

Code: FPS - FS09 TASK: Assist in servicing a cafeteria line

Basic Information for Cooperative Teaching

Language of the Task

Proper body movements

Practice names of commonly served dishes
- cheese dressing
- italian sauce
- grated cheese souffle

Plastic glove
(when to use)

Arrangement

Garnish

Replenish

Refill

Fork

Serving spoons
(ask foods instructor)
- i.e. solid
- slotted

Quantitative Concepts

Consider food arrangement on plate (pleasing appearance - keep servings separate)

Suggestions:

- Practice repeating a guest order.
- Difference between cafeteria and buffet being that cafeteria-style items are dished up for patron.
- "Runner" is a person who refills a cafeteria service table (does not serve). This role may be particularly appropriate for deaf students.

Supportive Instructional Materials:

SUBCLUSTER: FOOD SERVICE

TASK: Operate a cash register

Code: FPS - FS10

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. describe and demonstrate the basic rules of cash register operation:
   a. always have sufficient change
   b. correct over-rings and under-rings immediately
   c. do not group sales
   d. never leave the cash drawer open.

2. identify parts of the cash register used in operation:
   a. amount keys
   b. correction lever
   c. control keys
   d. cash drawer
   e. register slab
   f. detail window
   g. receipt
   h. window.

3. demonstrate the procedures for change making with a cash register:
   a. call back the amount of the sale and the amount received
   b. put the money on the cash register slab
   c. ring the sale
   d. place the receipt on the slab and count the change silently to yourself
   e. put the customer's money into the drawer and close it
   f. count the change aloud as you give it to the customer.

Instructional Methods

- Students review pamphlets on making change.
- Students complete worksheet problems determining amounts of change after being given the amount received and the total cost.
- Teacher demonstrates procedures for operating and making change with a cash register.
- Teacher and students role play a variety of cashier/customer situations.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3 NUMBERS B 2,3,5,6 APPLICATION C 6,8 PHYSICAL D 1a,b,c,d 2a,b	Marketing Projects	14	
	Real money for change	1	
	"Checker/Cashier"	14	

SUBCLUSTER: FOOD SERVICE

Code: FPS - FS10 TASK: Operate a cash register

Basic Information for Cooperative Teaching

Language of the Task

Amount of sale

Sales tax

Amount received

Change due

Amount key

Correction lever

Control key

Cash drawer

Register slab

Detail window

Receipt

Window

Quantitative Concepts

Substract total sales from a larger sum, - currency or check

Count back change following the procedure planned by the teacher designated to teach that skill for commercial foods

Suggestions:

- It is very important to stress the need to adapt the skills learned in class to meet the needs of the employer.
- Help the student understand that the employer may be wrong (by learned standards) but that he is still boss.
- Discuss the possibility of needing to know the limit of following the direction of the boss when it comes to integrity and personal values — for that an individual is responsible to himself.

Supportive Instructional Materials:

SUBCLUSTER: FOOD SERVICE

Sheet 2 of 2

TASK: Operate a cash register

Code: FPS - FS10

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will g. provide customer with receipt 4. demonstrate procedures for end-of-day shift transactions a. tally amount of sales b. determine/record amount of money taken in during day/shift	

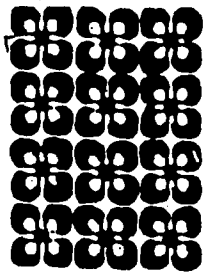
Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Grade: ___ - ___ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:



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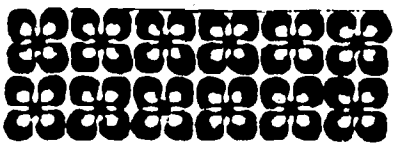
1.	American Institute of Baking 400 East Ontario Street Chicago, Illinois 60611	"Modern Sandwich Methods for Quantity Food Service"
2.	American Can Company (Home Ec. & Consumer Service) 100 Park Avenue New York, N.Y. 10017	"About Cans" "Purchase and Use of Canned Foods"
3.	National Canners Association Consumers Service Division 1133 12th Street, N.W. Washington, D.C.	Can Size charts
4.	American Tea Company New York, N.Y.	"Time for Tea"
5.	Associated Films, Inc. 501 Madison Avenue New York, N.Y. 10022	"The Ballad of Soup du Jour"
6.	Doubleday & Co., Inc. 501 Franklin Avenue Garden City, N.Y.	The Art of Salad Making
7.	Continental Coffee Co. Consumer Education Division 31725 Stephenson Hwy. Madison Heights, Michigan	"Coffee Around the Clock"
8.	The Diversey Corp. 100 W. Monroe Chicago, Illinois	"The Invaders"
9.	Economics Lab., Inc. 250 Park Avenue New York, N.Y. 10017	"Food Equipment Sanitation - Cleaning Procedures" "How Clean to Clean" "One Chance" "Sanitation of Food Service Establishments"

10.	Engleman Films Division of 3M 2501 Hudson Road St. Paul, Minnesota 55119	"How About That Bakery"
11.	General Foods Corporation 250 North White Plains, N.Y. 10605	"What Makes A Good Salad?"
12.	General Mills, Inc. 400 Second Avenue, South Minneapolis, Minnesota 55440	Food Preparation Booklets (Betty Crocker)
13.	H.J. Heintz Box 57 Pittsburgh, Pa 15230	"The Song of Salad Secrets"
14.	Hospital Research and Education Trust 840 North Lake Short Drive Chicago, Illinois 60611	Being a Food Service Worker
15.	American Vegetable Corporation Iceburg Lettuce Association California	pictures
16.	Johnson Wax Company Consumer Education Center 1525 Howe Racine, Wisconsin	"Floor Surfaces"
17.	McGraw-Hill Book Company 330 W. 42nd Street New York, N.Y. 10036	Professional Restaurant Service
18.	Michigan State University Coop Extension Service 317 B. Boulevard Bldg. Detroit, Michigan	"How to Prepare and Serve Vegetables" Food Shopper Guide vegetable bulletins Safe Food publications
19.	Michigan Department of Health 3500 N. Logan Lansing, Michigan	First Aid and Emergency Procedures in Schools

20.	Modern Marketing Programs	"Cool Head for Salads"
21.	National Baking Association Kansas City, Missouri	cutting charts
22.	National Restaurant Association Educational Department 1530 N. Lake Shore Drive Chicago, Illinois 60610	"Work Smart - Stay Safe" "The Angry Flame" "The Unwanted 4" "Rodent Control"
23.	National Education Association National Commission of Safety 1201 Sixteenth Street, N.W. Washington, D.C. 20036	fire safety posters
24.	Prudential Insurance Company of America Prudential Plaza P.O. Box 594 Newark, N.J. 07101	safety chart
25.	Reader's Digest Publishing Co. Philadelphia, Pa	Handbook of First Aid
26.	Standard Brands, Inc. 625 Madison Avenue New York, N.Y. 10022	posters and recipe booklets
27.	Medical Film Library 3M Company 2501 Hudson Road St. Paul, Minn. 55119	measuring ingredients
28.	Food Service Industry Training Program Facilities U.S. Department of Health, Education and Welfare Office of Education Washington, D.C.	Food Service Industry publications on safe foods
29.	Awrey Bakery, Inc. 5283 Tueman Avenue Detroit, Michigan 48204	"The Story of Bread"

30.	Robert Haines American Technical Society Chicago, Illinois 60637	Food Preparation for Hotels, Restaurants, and Cafeterias
31.	Lendal H. Katschevar	Eighteen Lessons in a Variety Food Production
32.	Joseph Amendola Hayden Book Co. Rochelle Park, New Jersey	Baker's Manual for Quantity Baking and Pastry
33.		"Mr. Dishwashing"
34.	Libby's Shop and Serve Salad Series	
35.	Hearst Corp. Pub. New York, N.Y.	Good Housekeeping Golden Treasury of Cookbooks
36.	Lillian Langseth Christensen Carol Sturm Smith Grosset Dunlop Publishing Co. New York, New York	Complete Kitchen Guide
37.	Proctor & Gamble Co. P.O. 14009 Cincinnati, Ohio 45214	Teaching Aides on Fats & Oils, Cake Selection & Dishwashing



APPENDIX

- INSTRUCTIONAL MATERIALS CODE
- TASK-RELATED COMPETENCIES CODE

INSTRUCTIONAL MATERIALS CODE

MEDIA CODE/INDEX

Code	Media	Probable Learning Sensations					
		Vis.	Aud.	Tac.	Kin.	Ole.	Sav.
1	Demonstration with real objects/materials	x	x	x	x	x	x
2	3-D models - Mockups	x	x	x	x	x	x
3	Games - Simulators	x	x	x	x	x	x
4	Sound/Slide Programs	x	x				
5	Filmstrip - Cassette/Record	x	x				
6	TV - Broadcast, Closed Circuit	x	x				
7	Video and/or Audio Recorder	x	x				
8	Film, 16mm - BW/Color, Sound	x	x				
9	Film loop, 8mm	x					
10	Filmstrip	x					
11	Slides	x					
12	Overhead transparencies	x					
13	Books, Magazines, Texts, Booklets	x					
14	Pamphlets, Brochures, Manuals, Workbooks	x					
15	Newspapers, Cartoons	x					
16	2-D Displays, Charts, Graphs, Posters	x					
17	Drawings, Photographs, Schematics, Maps	x					
18	Opaque Projectuals	x					
19	Telephone, Intercom		x				
20	Other, specify						

BIBLIOGRAPHY REFERENCE

. . . complete ordering information for each of the commercially or teacher-produced instructional materials may be obtained by checking this reference number in the Instructional Materials Bibliography located in the back of the luster Guide.

TASK-RELATED COMPETENCIES

The task-related competencies are a summation of the specific skills, understandings, and/or attitudes that are necessary to satisfactorily accomplish the instructional tasks found in the ten cluster guides. The following listing is used for interpreting the Task-Related Competency code numbers found on each task sheet. A more detailed description of each of the identified competencies can be found either in the Program Guide or the Project Handbook.

A. SKILLS BASED ON KNOWLEDGE

1. Name one or more items
2. Request supplies and/or equipment
3. Check for accuracy and, if necessary, require correction of self and/or others
4. Discriminate sound cues, recognize normal sound as opposed to abnormal sound
5. Identify color
6. Identify form, size, shape, texture
7. Sequencing - Respond by pre-determined plan
8. Write identifying information of persons, places, and/or objects, serial no., weight, and/or types of products on slips or tags, etc.
9. Obtain information through sight, shape, size, distance, motion, color, and other unique characteristics
10. Discriminate olfactory cues

B. CONCEPT OF NUMBERS BASED ON KNOWLEDGE

1. Ordinal
2. Cardinal
   a. read numbers and/or copy
   b. count and/or record
3. Make change (money)
4. Measure
   a. distance
   b. weights - volume - balance
   c. liquids - solids
   d. time (measurement of)
   e. degrees of circle
   f. temperature, pressure and humidity
   g. torque
   h. electricity
   i. plumb - level
5. Perform simple addition and/or subtraction
6. Perform simple multiplication and/or division

TASK-RELATED COMPETENCIES, continued. . .

C. COMPREHENSION AND PERFORMANCE

1. Forms
   a. write
   b. file, post and/or mail
2. Match
   a. duplicate
   b. sort
3. Check lists and/or fill out report forms
4. Time awareness
5. Follow verbal symbol and/or written direction
6. Recognize words (not numbers) or ability to read and/or write
7. Depth perception
8. Ability to select most appropriate solution
9. Concept of distance

D. SKILLS BASED ON PHYSICAL ABILITIES

1. Fine Coordination
   a. coordinate eyes and hands or fingers accurately
   b. make precise movement
   c. move fingers to manipulate objects
   d. move hands skillfully - placing and turning motion
   e. coordinate hand and foot
   f. feeling - perceiving objects and materials as to size, shape, temperature, moisture content, or texture by means of touch
2. Strength (lifting, carrying, pushing, and/or pulling)
   a. sedentary work, 10# occasionally lifting and/or carrying small items such as tools, etc.
   b. light work, 20#, requires a significant amount of standing or walking
   c. medium work, lifting 50#, frequent lifting and carrying objects weighing 25#
   d. heavy work, frequent lifting and/or carrying up to 50#
   e. very heavy work - lifting objects in excess 100#, lifting and/or carrying objects weighing 50# or more
3. Gross Coordination (climbing and/or balancing)
   a. maintain body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery or moving surfaces
   b. ascend and descend ladders, stairs, scaffolding, ramps, poles, ropes, using feet and legs and/or hands and arms
   c. reaching - extending hands and arms in any directions
   d. crawling - moving on knees or hands and feet
   e. kneeling - bend legs at knees to rest on knee or knees
   f. stooping - bend downward and forward by bending legs and spine
   g. bending - downward and forward by bending at the waist